

Spanish

LANGUAGE ARTS

Grades 4–6

Guide to Implementation

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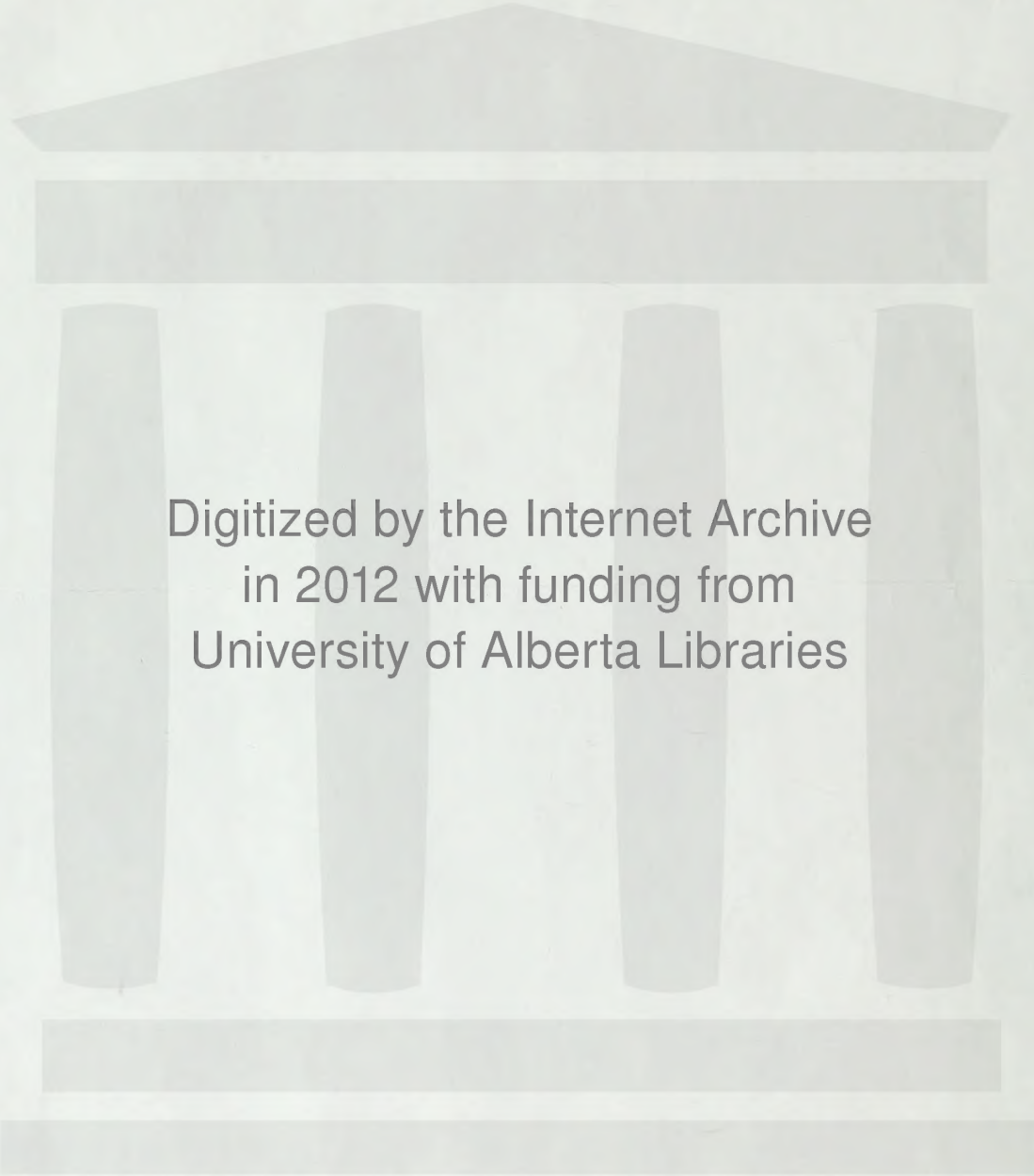
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This resource is available on the Alberta
Education Web site at
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Copies of this resource are available for purchase from
the Learning Resources Centre. Order online at
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The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

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Chapter 1

Introduction

Chapter Summary

Benefits of Second Language Learning
Purpose of This Guide
Understanding the Learner
Learning the Spanish Language
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy

Benefits of Second Language Learning

In North America, there is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and a greater understanding of the academic and cognitive benefits of learning other languages. School boards have seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

A Means of Communication

Spanish is spoken by more than 400 million people in the world. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world; therefore, it can be argued that learners of Spanish can communicate with people from all over the world.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own communities. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literature in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Spanish Language Arts Kindergarten to Grade 6 Program of Studies. It was developed primarily for teachers, yet includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Spanish language arts program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at <http://education.alberta.ca/teachers/program/interlang/spanish.aspx>.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes

- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Understanding the Learner

The Nature of Grade 4 to Grade 6 Learners

The Spanish Language Arts Kindergarten to Grade 6 Program of Studies is a student-centred curriculum designed to support the language learning of students in the Spanish bilingual program in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

The term **bilingual programming** is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, language arts is taught either in English or Spanish. Cultural knowledge, skills and attitudes are often taught using an integrated approach.

Teachers of the Spanish language arts program need to view their students in a holistic manner, and keep in mind that these learners can also be viewed from a variety of perspectives. Foremost, students in this program need to be considered as **learners** with many of the same developmental characteristics, abilities and individual needs as mainstream students. Furthermore, students must be considered as **second language learners**, necessitating a close examination of the unique needs, characteristics and influences that affect their language learning. Students should also be considered as **learners of the Spanish language**. Finally, teachers, parents, administrators, community members and others need to be aware of the fact that these learners are **learning Spanish in a Western Canadian context**.

Elementary School Learners

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Elementary school learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of students' social, emotional, intellectual and linguistic development.

In the early years, there is a dramatic growth in students' listening, speaking, reading and writing vocabulary. In the first language (usually English), most students move rapidly along a literacy continuum from emergent literacy to independence in reading, writing, viewing and representing. An increased vocabulary and a growing ability to consider other points of view greatly improve students' oral and written communication skills.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of the students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

The Second Language Learner

The Spanish bilingual program in Alberta meets the needs of a wide range of learners. Currently, most students enter these programs at Kindergarten or Grade 1 with little or no previous exposure to the Spanish language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Spanish language experience, while others enter with a strong proficiency in Spanish or other related language(s). Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Spanish language arts classrooms.

The Spanish Language Arts Kindergarten to Grade 6 Program was developed with the assumption that the majority of students entering the program at the Kindergarten or Grade 1 level would have little or no previous exposure to the Spanish language. Therefore, the majority of students must be considered second language learners. This assumption requires teachers to consider the unique needs, characteristics and influences that affect their students as second language learners when planning and delivering instruction.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Spanish or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors That Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are eight of the factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other seven factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have a greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning	In her research, Tokuhamma-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language arts program.
Consistency	Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language arts programs in a way that provides for well-sequenced and consistent language learning opportunities.
Opportunity	A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language arts programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in related extracurricular activities.
Linguistic Relationship among Languages	The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.

Ensuring Student Awareness and Use of Strategies

→ For more information ...

Spanish Language Arts
K–6 Program of Studies

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the Spanish Language Arts Kindergarten to Grade 6 Program of Studies.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language arts classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned; e.g., similarities and differences related to the sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

Learning the Spanish Language

Although there are not many significant differences between the English language and the Spanish language, educators and parents should be aware of some of the challenges when learning Spanish.

The Spanish language is printed and written in the Latin alphabet. It is a phonetic language; the words are spelled as they are pronounced. The Spanish alphabet consists of five vowels and 24 consonants. There are three letters that do not exist in English: **ch**, **ll**, and **ñ**. There is also the **rr**, which is pronounced differently from **r**. There are two silent letters in Spanish; the **h**, which is always silent and the **u** in certain circumstances.

In most Spanish words, word stress naturally falls on the last or second-to-last syllable. In words where the emphasis is not naturally on the last or second-to-last syllable, stress is indicated with accents and therefore needs to be taught. Unique to other languages, question and exclamation marks are indicated both at the beginning and the end of the sentence.

In terms of grammar, Spanish is an inflected language. This means that nouns, adjectives and pronouns change to indicate their gender, number or function (subject, object or indirect object) in a sentence. Because Spanish has more inflection than English, especially in verb conjugation, students require considerable time and practice to acquire grammatical understanding in **modelled**, **structured** and **unstructured** situations.

In Spanish, verbs are conjugated to denote person, number and tense. This is more complex than in English; therefore, more attention will need to be devoted to teaching and practising Spanish conjugation patterns.

Spanish and English share many cognates. Cognates are words in one language that are similar in form and meaning to words in another language. With advances in technology, for example, many more words are being accepted into the Spanish language that are cognates and may be recognizable by students.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

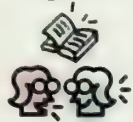



Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Naturalist Intelligence: The ability to learn by exploring nature.





The Possible Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential:** Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses:** Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun:** The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment.**
- **Learning is enhanced through music and rhythm:** Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action:** While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others:** Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	<ul style="list-style-type: none"> • creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	<ul style="list-style-type: none"> • puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	<ul style="list-style-type: none"> • drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	<ul style="list-style-type: none"> • physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	<ul style="list-style-type: none"> • chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	<ul style="list-style-type: none"> • peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	<ul style="list-style-type: none"> • self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Naturalist 	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	<ul style="list-style-type: none"> • discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

Brain Research and Second Language Learning

Brain-based learning theory asserts that all humans are born with the ability to learn. “Although all learning is brain based in some sense ... brain-based learning involves acknowledging the brain’s rules for meaningful learning and organizing teaching with those rules in mind” (Caine and Caine 1994, p. 4).

Learning and the Brain

Evidence reveals that the brain is more flexible than previously thought. Recent findings suggest that while some functions of the brain are fixed at birth, others are shaped by experience and learning (Genesee 2000). Mechelli et al. (2004) also found that the brain’s structure changes according to the environment it finds itself in. According to Sousa (2006), learning a second language enhances learning and mental competency in all subject areas as well. Furthermore, signs of cortical development in the performance of motor tasks after learning new words were seen in a study by Karni et al. (1995). The cortical map can even change in adulthood as a result of an enriched environment or learning experience (Randall 2007). It goes without saying that teaching can make a difference in brain development, and teachers should not give up on older learners (Karni et al. 1995). Another advantage of learning a second language is that learning something new helps the brain develop by building new neural pathways and connections (Caine and Caine 1994).

Teaching with the Left and Right Brain in Mind

Teaching with the left and right hemispheres of the brain in mind is not enough. The two halves do not operate separately. The brain system interacts together as a whole with the external world. A requirement of brain-based instruction is making connections within the brain, between the brain and the outside world (Genesee 2000).

When learning happens, the brain works the left and right hemispheres, receiving input from multiple external sources such as auditory, visual, spatial and motor. In other words, both hemispheres work parallel to each other (Genesee 2000). Parallel processing, also known as brainswitching, is the act of playing with language by switching back and forth from the left to the right hemisphere of the brain. Two examples of this technique are: the total physical response (TPR) and a conversation with an imaginary friend in a second language (Asher 2002).

In sum, children cannot be categorized as exclusively left-brained or right-brained learners.

Critical Period

A sensitive period exists, usually extending up to puberty, when the brain is especially receptive to learning languages and beyond this point the ability decreases. According to Asher (2002), students acquire near-native accent if they learn a language at a young age, usually before puberty and they can acquire many languages with excellent pronunciation before the 8th grade if they are provided with a stress-free environment. Randall (2007) found that late bilinguals are much more likely to have an accent than early bilinguals. Jean Piaget also found that puberty is the most critical stage for language learning (Brown 1994, pp. 52–53) and some research suggests that the “window of opportunity”

closes at the time of the formative years (Herschensohn 2007). In addition, plasticity of the brain is the highest during childhood (Hadley 2002) and as the brain develops, it is more difficult to acquire a second language (Brown 1994). Skehan (1998, p. 234) also refers to the importance of the learner's memory capacity, which declines after a certain age, starting in adulthood, along with a decrease in incremental learning (Indefrey 2006).

Children process language information in a different region of the brain than adults and this explains why learning a second language for them is easier and faster. When children learn a language, the same part of the brain responsible for automatic brain function or "deep motor area" is what children use; therefore, language becomes second nature to them (Hadley 2002). The information and skills in the deep motor area of the brain are set during early childhood and this area closes at about the age of eighteen years old. For this reason, adults do not think automatically in another language like children do when they are unaware that they are learning a second language (Brown 1994).

The following are possible implications of brain research for second language learning:

1. **Build in reflection:** It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning:** "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom:** Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).
4. **Teaching from the bottom up and from the top down:** Teaching and learning can be done from the bottom up (simple to complex) and from the top down (complex to simple). Brain research shows that the brain can process complex information as well as lower information simultaneously (Sousa 2006).
5. **Children learn languages naturally:** Children have the ability to learn and excel in the pronunciation of a foreign language (Krashen 1982). Acquiring language is effortless for a young child since it is learned naturally (Armstrong and Rogers 1997).
6. **A second language improves other subject areas:** Acquiring a foreign language early in life is not detrimental to basic skills, but rather shows positive results in areas of standardized testing (Armstrong and Rogers 1997). Children who study a second language score higher on verbal standardized tests conducted in English as well as math and logic skills than children with just one language (Met 1998).
7. **Cognitive development is increased:** Children who participate in a foreign language show greater cognitive development in areas such as mental flexibility, creativity, divergent thinking and higher-order thinking skills (Hakuta 1990).
8. **Self-image improves:** Studying a foreign language improves self-esteem and a sense of achievement in school (Caine and Caine 1994).
9. **Children become multicultural:** Children who study a foreign language acquire a sense of cultural pluralism, openness and appreciation of other cultures (Met 1998). Children maintain family heritage, culture and language by learning a second language (Hakuta 1990).

Sample strategies to support brain-based learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, “equality” in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Account for individual learning preferences.
- Engage learners in tasks that require both the right and left hemisphere of the brain such as using the total physical response method to teach a grammar concept.
- Teach with topics that are interesting to students and enable them to associate language with the specific context at hand. Let the students make connections to the world around them and introduce topics that are important and interesting.
- Teach vocabulary in a real-life context to improve acquisition.
- Provide a rich learning environment that will contribute to motivation.
- Encourage students to play with the language in order to feel comfortable and to develop fluency.
- Incorporate activities that encourage students to search for meaning behind terms, concepts and ideas.
- Present information in context so that the learner can identify patterns and connect with previous experiences.
- Create a safe, positive learning environment that encourages risk-taking.

Language learning is a natural process; it can be done without intervention. By understanding how the brain learns naturally, language teachers can increase their success in the classroom. Although brain research does not specify what to teach, how to organize complex sequences of teaching or how to work with students with special needs, it complements teachers’ own understanding about learning based on practical and classroom-based research (Genesee 2000).

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. The six levels of the original model have recently been revisited and revised to reflect a more accurate explanation and description of actions in the taxonomy. One major change was that the six major categories are now in verb form. Since the taxonomy reflects different forms of thinking and since thinking is an action, it was felt that verbs more accurately reflected the spirit of the taxonomy. Another difference is the renaming of the former "Knowledge" category to "Remembering." Lastly, "Comprehension" is now "Understanding" and "Synthesis" changed to "Creating" in order to better reflect the nature of the thinking described by each category. All of the changes help to make the taxonomy a more authentic tool. Understanding and Remembering are the lower or more concrete levels of thinking. Creating, Evaluating and Analyzing represent higher or more complex levels of thinking. Applying, which falls just below the higher levels, can be less or more complex depending on the task.

Sample Activities Organized in the Bloom's Taxonomy Model

Higher-order thinking				
Creating	Actions	Products	Learning Activities	
(Putting together ideas or elements to develop an original idea or engage in creative thinking.)	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting	<ul style="list-style-type: none"> • Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or an article • Write headlines in newspaper style on current issues in a Spanish-speaking country • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Spanish cultural beliefs • Compose a poem, skit, role-play or an advertisement • Create hypothetical real-world situations in Spanish culture • Create an infomercial 	
Evaluating	Actions	Products	Learning Activities	
(Judging the value of ideas, materials and methods by developing and applying standards and criteria.)	Checking Hypothesizing Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech	<ul style="list-style-type: none"> • Evaluate solutions to cultural dilemmas • Express and justify opinions on creative Spanish cultural products • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Spanish, decisions of what Web sites to visit • Read an editorial newspaper, respond and send the response • Evaluate Web pages as sources of information in Spanish 	
Analyzing	Actions	Products	Learning Activities	
(Breaking information down into its component elements.)	Comparing Organizing Deconstructing Attributing Outlining Structuring Integrating	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	<ul style="list-style-type: none"> • Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from the Spanish culture • Find evidence to support opinion • Compare own customs with Spanish customs • Conduct a survey and analyze the results • Analyze typical foods of a Spanish-speaking country for nutritional value • Identify the best route to a historic site in a Spanish-speaking country • Play the role of a tourist who bargains in Spanish 	

Lower-order thinking				
Applying (Using strategies, concepts, principles and theories in new situations.)	Actions	Products	Learning Activities	
	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	<ul style="list-style-type: none"> • Dub cartoons or television shows • Instruct others to prepare a Spanish cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in a Spanish-speaking country • Interview classmates about their daily activities • Plan a menu for occasions typical of Spanish culture • Make shopping lists for various Spanish cultural or social events • Apply rules of cultural protocol for dining in a Spanish-speaking country • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts 	
Understanding (Understanding of given information.)	Interpreting Exemplifying Summarizing Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	<ul style="list-style-type: none"> • Arrange lines of dialogue • Fill out authentic forms in Spanish • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a Spanish-speaking country • Define words • Listen to and paraphrase in English a conversation heard in Spanish • Draw pictures from verbal descriptions of a Spanish cultural scene or object • Understand text written in Spanish 	
Remembering (Recall or recognition of specific information.)	Recognizing Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	<ul style="list-style-type: none"> • Arrange lines of dialogue • Fill out authentic forms in Spanish • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a Spanish-speaking country • Define words • Listen to and paraphrase in English a conversation heard in Spanish • Draw pictures from verbal descriptions of a Spanish cultural scene or object • Understand text written in Spanish 	

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.



Chapter 2

Language Arts Instruction

Chapter Summary

Literacy Development
The Six Language Arts
Early Intervention
Language Cueing Systems
Grammar in the Spanish Language Arts Classroom

Literacy Development

Literacy development is continuous throughout a person's life, beginning with his or her earliest experiences with language. Observations of students show that the development of oral language, reading and writing are interrelated processes, and students learn to read and write concurrently. Students will initiate activities with paper, pencils, crayons, books and magazines, and will spontaneously assume the roles of writer and reader in their daily play.

In emergent literacy, students actively engage in acquiring language and in constructing their own understandings of how oral and written language work. They experiment with these understandings, testing them in verbal interaction with their parents and other adults. As parents and other adults demonstrate reading and writing in purposeful, meaningful ways, students come to expect meaning from print. Studies show that students who are early readers have been read to extensively by their families. By the time they are two or three, many children can read environmental print such as familiar traffic or safety signs and symbols, restaurant names, or words they see in the media.

Teachers recognize that students bring to school a range of literacy experiences and knowledge that can be built upon in the classroom. Students' knowledge about print expands quickly as they participate in meaningful and genuine experiences with reading, listening, talking, viewing, representing and writing in the classroom. Teachers foster early literacy development by reading to students daily, by providing guided reading, writing and representing activities from the first day of school, and by actively promoting literacy growth at a level appropriate to each student's development.

Stages of Literacy Development

In the elementary grades, there is dramatic growth in students' listening, speaking, reading and writing vocabularies. Most students move rapidly along the literacy continuum from pre-conventional literacy to fluency in reading, writing, viewing and representing. An increased vocabulary and growing ability to consider other points of view greatly increase students' oral and written communication skills. Their speech becomes more fluent, and they are capable of interactive, reciprocal conversations with teachers and peers.

By conversing with students, teachers can extend and expand these conversations. Teachers can facilitate discussions among students by encouraging them to express their opinions, ideas and feelings. These social interactions play an important role in learning. Conversing about their learning strengthens students' abilities to express themselves, to construct meaning, to reason and to solve problems. As they gain a greater control of language, students use it to think and to influence others' thinking. Teachers demonstrate respect for students' ideas by listening and responding attentively to them. It is important to provide small and large group activities in which students listen actively to peers and ask and respond to questions, to extend their developing communication skills and facilitate their cognitive development.

Young students learn about print and develop strategies for reading and writing from their independent explorations of written language, from interactions with teachers and peers, and from observation of others engaged in literacy activities. They learn about oral, literary and media texts in the same way.

The Six Language Arts



For more
information ...

Chapter 4

The six language arts—listening, speaking, reading, writing, viewing and representing—are complex cognitive and social processes that work together dynamically in literacy learning. In listening, reading and viewing, students construct meaning from texts created by others. In speaking, writing and representing, students construct meaning to communicate with others. None of the six language arts can be totally separated from the others in authentic learning situations.

Because the six language arts are so closely related and interrelated, they are mutually supportive. Listening, reading and viewing provide access to rich language models that help students learn new words and forms of expression.

Speaking, writing and representing provide opportunities for students to use those words and forms, and to develop ownership for them. Developing skills in writing enhances students' reading and listening comprehension and their critical thinking skills.

Listening and Speaking

Oral language is the foundation of literacy. Speaking is fundamentally connected to thinking and exploring and creating meaning. Speaking to others brings our thoughts to conscious awareness and enables us to reflect on and analyze them. Conversation with others often helps us make sense of new information, for while we may sometimes construct meaning alone, we more often do so through collaboration. Students benefit from opportunities to rehearse their ideas orally. The classroom should be an inviting setting that promotes student talk.

Through talking and listening, students learn to understand who they are in relation to others. The ability to form and maintain relationships and to collaborate and extend learning through interaction with others is closely tied to listening and speaking skills. Students' fluency and confidence in speaking, listening and responding are integral to their identity and place in the community.

In the classroom, student talk (conversing, discussing, debating, questioning and answering) is the foundation upon which teachers build community and achieve progress in all curricular areas. Speaking and listening are woven through all learning and teaching activities in writing, reading, viewing and representing. Through talking, students verify their understanding and realize the ability to take ownership of their learning. Talk plays a major role in all language learning.

Viewing and Representing

Many students are avid and sophisticated consumers of visual media, and their familiarity with visual forms may facilitate literacy with other forms. Through experience, students may have an implicit understanding of visual media conventions—the unspoken ways in which meaning is represented, for example, how the passage of time is conveyed. Teachers can make use of this knowledge by creating links between conventions used in visual media and similar conventions used in written texts.

Students need to learn the techniques and conventions of visual language to become more conscious, critical and appreciative readers of visual media, and more effective creators of visual products. They need to be shown that what a camera captures is a construction of reality, not reality itself. Students need to learn how to decide what is real and what is simulated. They need to learn that images convey ideas, values and beliefs, just as words do, and they need to learn to read and interpret the language of images. Many contemporary authors use the term *reading* to describe the process of decoding and interpreting visual texts.

Exposure to films and video productions increases the scope of students' experiences, much as written texts do, and they offer similar opportunities for discussion. Films also provide rich opportunities to explore the similarities and differences between visual and written language. Students may examine the effects of visual language cues; e.g., composition, colour and light, shadow and contrast, camera angles and distance, pace and rhythm, and the association of images with sound. They learn to identify point of view by following the eye of the camera. Whether interpreting a visual or written presentation, the reader may look at or be taught to appreciate elements such as pattern, repetition, mood, symbolism and situational or historical context. Students may enhance their own products and presentations by using visuals with written text and/or speech.

Studying strategies used by authors and illustrators helps students become conscious of the effects of visual elements in texts. Illustrations interact with words to enrich comprehension and can influence students' interpretations of information or ideas. Illustrations may show things that words do not or they may express a different point of view from the narrative. Visual cues such as colour, tone, shape, texture, line and composition all contribute to the construction of meaning.

Students may use visual representation for both informal and formal expression. Just as they talk and write to explore what they think and to generate new ideas and insights, students may sketch or doodle. Drawing or sketching may, in fact, be the first and most natural way for some students to clarify thinking and generate ideas. They may also use tools such as frames, mind maps, webs and other graphic organizers to comprehend parts and their relationships. Visual tools are especially useful because they can represent the nonlinear nature of the thought process and show relationships among ideas.

Students may use representations to express their mental construction and interpretation of ideas, theories or scenes in written texts. Events, ideas and information may be depicted in graphic organizers, storyboards, murals, comic strips or collages. After studying visual media, students make informed use of design elements in developing charts, slides, posters and booklets. Other creative forms of expression, such as music, drama, dance or mathematics, can be used to represent students' understanding of a topic or a concept.

Reading

Reading comprehension is an active skill whereby the reader seeks out information for a reason. This means that reading comprehension involves not only deciphering and decoding written symbols, but also, and more importantly, constructing meaning from the printed word and interpreting it.

Like listening comprehension, students must first be presented with sufficient vocabulary in print form so that they can pull these words out of the text and attempt to build meaning from them. In the context of the units, a number of texts have been created or authentic texts have been used to provide students with the opportunity to read these words in context. To develop this skill, students are asked to pull out key ideas and some details and to categorize the information, while at the same time reading for a purpose.

To develop reading comprehension, students need to be taught how to use comprehension strategies to help deal with unknown words. Teaching them to look for cognates and word families as a means of building meaning is one way. Having students focus on visual clues, such as illustrations, photographs or charts, can assist them in building meaning. Teaching them to use the title and subtitles to anticipate the ideas that may be presented in the text helps to structure their reading. Using the context to predict the type of information or the categories of information that they might find in the text can help prepare students for reading the text. Reminding students to use reading strategies that they have developed in their first language will also assist them in becoming better readers.

Reading to Learn

The focus of instruction in the primary grades is on learning to read, but over time the focus shifts to reading to learn. This, ultimately, is why people read and why reading matters. To reach this goal, students need help in becoming deliberate and reflective readers. They need explicit instruction in comprehension and thinking skills that will enable them to obtain and remember important ideas from the text. They also need help in integrating information in the text with their prior knowledge to build on their learning and deepen their understanding.

The ease and speed with which a child progresses from learning to read to reading to learn will depend on several factors, including:

- exposure to a rich language environment in the preschool years, with plenty of storytelling, conversation, books and encouragement to ask and answer questions
- the quality and quantity of reading instruction in the early school years
- focused early intervention for those who are at risk of reading failure
- ongoing support from family and community.

Effective Reading Instruction

Becoming a reader is a continuous process that begins with the development of oral language skills and leads, over time, to independent reading. Oral language—the ability to speak and listen—is a vital foundation for reading success. In every culture, children learn the language of the home as they observe, listen, speak and interact with the adults and children in their environment. This process happens naturally and predictably in almost all cases.

While developing oral language is a natural process, learning to read is not. Students must be taught to understand, interpret and manipulate the printed symbols of written language. This is an essential task of the first few years of school.

All students become fluent readers when they comprehend what they are reading, are able to communicate their knowledge and skills in a new context and have a strong motivation to read.

Teaching practices that support early reading achievement:

- balance of direct instruction, guided instruction, independent learning and practice
- large-group, small-group and individual instruction, discussion and collaboration
- variety of assessment and evaluation techniques to inform program planning and instruction
- integration of phonics and word study in reading, writing and oral language instruction
- an uninterrupted literacy block each day
- parental and community involvement
- high-quality literature and levelled texts
- a variety of genres, narratives, informational texts and electronic media
- authentic and motivating literacy experiences and learning activities
- intervention for students at risk of not learning to read
- supportive classroom culture and environment that promotes higher-order thinking skills
- effective classroom organization and management.

Reading success is the foundation for achievement throughout the school years. There is a critical window of opportunity from the ages of four to seven for learning to read. Students who successfully learn to read in the early elementary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, students who struggle with reading in grades 2 to 3 are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects.

Goals of Reading Instruction

Reading is the process of constructing meaning from a written text. Effective early reading instruction enables all students to become fluent readers who comprehend what they are reading, can apply and communicate their knowledge and skills in new contexts, and have a strong motivation to read.

There are three main goals for reading instruction:

- **Fluency** is the ability to identify words accurately and read text quickly with good expression. Fluency comes from practice reading easy books about familiar subjects. These texts primarily contain familiar, high-frequency words and few unfamiliar words. As students develop fluency, they improve in their ability to read more expressively and with proper phrasing, thus gaining more of the text's meaning.
- **Comprehension** is the ability to understand, reflect on and learn from text. To ensure that students develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills and higher-level thinking.

- **Motivation to read** is the essential element for actively engaging students in the reading process. It is the fuel that lights the fire and keeps it burning. Students need to be immersed in a literacy-rich environment filled with books, poems, pictures, charts and other resources that capture their interest and make them want to read for information and pleasure.

These three goals are interconnected, and the strategies for achieving them work together synergistically.

Knowledge and Skills for Reading

Students need to learn a variety of skills and strategies to become proficient readers. In the earliest stages, they need to understand what reading is about and how it works—that what can be spoken can also be written down and read by someone else. Some students will have already grasped the basic concepts before entering school, but many will need explicit instruction to set the context for reading. When students first experience formal reading instruction in school, they need to learn specific things about oral language, letters and words. They need to understand how print works, and be able to connect print with the sounds and words in oral language. Once they can demonstrate these skills, the emphasis shifts to developing fluency. Fluency at this level involves recognizing words in text quickly and without effort. This will allow students to read with increasing enjoyment and understanding. Fluency is critical if students are to move from **learning to read to reading to learn**. The role of elementary teachers, working as a team, is to move students from the earliest awareness of print to the reading-to-learn stage, where they will become independent, successful and motivated readers.

According to research, the knowledge and skills that students need to read with fluency and comprehension include:

- oral language
- prior knowledge and experience
- concepts about print
- phonemic awareness
- letter–sound relationships
- vocabulary
- semantics, syntax and pragmatics
- comprehension strategies
- metacognition.

These are not isolated concepts taught in a sequence—they are interrelated components that support and build on each other.

Oral Language

Children acquire most of what they know about oral language by listening and speaking with others, including their families, peers and teachers. Through experience with oral language, students build the vocabulary, semantic knowledge (awareness of meaning) and syntactic knowledge (awareness of structure) that form a foundation for reading and writing. Students who are proficient in oral language have a solid beginning for reading. This knowledge allows them to identify words accurately and to predict and interpret what the written language says and means.

Prior Knowledge and Experience

So that students can understand what they are reading, it is important that they come to the text with a variety of experiences that will allow them to appreciate the concepts embedded in the text. These experiences enable them to anticipate the content, and such anticipation leads to easier decoding of the text and deeper understanding of its meaning.

Prior knowledge and experience refers to the world of understanding that students bring to school. Research on the early stages of learning indicates that children begin to make sense of their world at a very young age. In many parts of Alberta, children enter school from a variety of countries and cultures. Thus, their prior knowledge and experiences may differ considerably from those of their classmates and teachers, and they may find it difficult to relate to the context and content of the resources generally used in Alberta classrooms. On the other hand, they may have a wealth of knowledge and experiences that can enhance the learning of their classmates. Teachers need to be aware of students' backgrounds, cultures and experiences to provide appropriate instruction. By creating rich opportunities for all students to share prior knowledge and related experiences, teachers will engage the interest of students from various backgrounds and ensure that they will better understand what they read.

Concepts about Print

When children first encounter print, they are not aware that the symbols on the page represent spoken language or that they convey meaning. The term *concepts about print* refers to awareness of how language is conveyed in print. These concepts include directionality (knowing that English is read from left to right and top to bottom); differences between letters and words (words are made of letters, and there are spaces between words); awareness of capitalization and punctuation; diacritic signs (e.g., accents); and common characteristics of books (such as the front/back, title and author). Students can be taught these concepts by interacting with and observing experienced readers (including teachers and family members) who draw their attention to print and give them opportunities to demonstrate their understanding of the concepts. Teachers need to provide students with a variety of printed materials for practice.

Phonemic Awareness

Students need to learn that the words they see are made up of sounds. This understanding is called phonemic awareness. Research has confirmed that phonemic awareness is a crucial foundation for word identification. Phonemic awareness helps students learn to read; without it, students struggle and have reading difficulties. Evidence also shows that phonemic awareness can be taught and that the teacher's role in the development of phonemic awareness is essential for most students.

For students to develop phonemic awareness, teachers need to engage them in playing with and manipulating the sounds of language. This can be accomplished through songs, rhymes and activities that require students to blend individual sounds together to form words in their heads, and by breaking words they hear into their constituent sounds. Blending and segmentation of speech sounds in oral language provide an essential foundation for reading and writing. Phonemic awareness prepares students for decoding and encoding the sounds of the language in print.

Letter–Sound Relationships

Building on a foundation of phonemic awareness and concepts about print, students are ready to understand that there is a way to connect the sounds they hear with the print on the page to make meaning.

Phonics instruction teaches students the relationships between the letters (graphemes) of written language and individual sounds (phonemes) of spoken language. Research has shown that systematic and explicit phonics instruction is the most effective way to develop students' abilities to identify words in print.

Vocabulary

Students need a broad vocabulary of words that they understand and can use correctly to label their knowledge and experiences. The breadth and depth of a student's vocabulary provides the foundation for successful comprehension. Oral vocabulary refers to words that are used in speaking or recognized in listening. Reading vocabulary refers to words that are recognized or used in print.

Vocabulary development involves coming to understand unfamiliar words and using them appropriately. It is a huge challenge for students to read words that are not already part of their oral vocabulary. To develop students' vocabularies, teachers need to model how to use a variety of strategies to understand what words mean; e.g., using the surrounding context or using smaller meaningful parts of words, such as prefixes or suffixes. Good teaching includes selecting material for reading aloud that will expand students' oral vocabularies, and providing opportunities for students to see and use new reading vocabulary in different contexts. Recent research on vocabulary instruction indicates that students learn most of their vocabulary indirectly by engaging daily in oral language, listening to adults read to them and reading extensively on their own. Research also shows that some vocabulary must be taught directly. This can be done by introducing specific words before reading, providing opportunities for active engagement with new words and repeating exposure to the vocabulary in many contexts.

Even students who have a very extensive oral vocabulary may have great difficulty reading words in print because they have a small reading vocabulary. The reading vocabulary—often referred to as the sight vocabulary—is determined mainly by how many times a child has seen the words in print. Students who read a lot have a large pool of words they recognize immediately on sight; students who do little reading have a limited sight vocabulary. To increase their students' sight vocabularies so they can recognize a large proportion of the words in print, teachers need to focus their instruction and practice on the most commonly used words in the language.

Semantics, Syntax and Pragmatics

Although words alone carry meaning, reading for the most part involves the deciphering of phrases and sentences, which depends on both the words and how those words are organized. Therefore, it is important to spend instructional time not only on the meanings of individual words but also on the meanings of phrases and complete sentences.

Semantics refers to meaning in language, including the meaning of words, phrases and sentences. **Syntax** refers to the predictable structure of language and the ways that words are combined to form phrases, clauses and sentences. Syntax includes classes of words (such as noun, verb and adjective) and their functions (such as subject and object). Semantic and syntactic knowledge are important because they help students identify words in context and lead to deeper levels of comprehension. Beginning readers may not need to be able to define a noun or verb, but understand that a word can represent a thing or an action, depending on the context.

Teachers need to model correct sentence structures so that students can learn to anticipate these structures when reading print. Opportunities should be provided for students to become familiar with and use the specific terminology for basic parts of speech (e.g., noun, verb, adjective, adverb) to facilitate instruction. Teachers also need to familiarize students with a variety of language structures and encourage their use of longer, more complex sentences.

Pragmatics, which is introduced in the later primary years, is the study of how people choose what they say or write from the range of possibilities available in the language, and how listeners or readers are affected by those choices. Pragmatics involves understanding how the context influences the way sentences convey information. A sentence can have different purposes depending on the situation or context in which it is used. It can be a mere statement or affirmation, but it can also be a warning, a promise, a threat or something else. Readers with pragmatic knowledge and skills are able to decipher these different intents from the context.

Teachers need to show students how to use context clues that surround an unfamiliar word to help determine the word's meaning. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. Context clues alone, however, are not enough; teachers will need to teach other word-meaning strategies to develop a student's ability to learn new words.

Comprehension Strategies

Comprehension is the reason for reading. If readers can identify the words but do not understand what they are reading, they have not achieved the goal of reading comprehension. To gain a good understanding of the text, students must bring to it the foundational knowledge and skills of oral language, prior knowledge and experience, concepts about print, phonemic awareness, letter–sound relationships, vocabulary, semantics and syntax. They must integrate what they bring to the text with the text itself. To *read to learn*, students need to use problem-solving, thinking processes. They must reflect on what they know and need to know (metacognition) and draw on a variety of comprehension strategies to make sense of what they read.

Metacognition

Good readers plan and monitor their reading at a metacognitive level. What they are doing is thinking about the strategies they need to make sense of the text. When they run into difficulty, they evaluate their reading to determine the best strategy for improving their understanding of the text. Students who read at a metacognitive level know the strategies that affect their own reading; e.g., decoding hard words, connecting text with prior experience, understanding word meanings, identifying ideas, drawing inferences from the text and synthesizing information. These students use a variety of strategies to decode and understand text and know when and why to apply particular strategies. Their understanding of the text extends beyond the literal.

Writing

Written production is developed in a sequential fashion and begins with the copying of words, moving to the formulation of simple phrases and finally to the autonomous use of language to express personal ideas.

Writing is a powerful tool for communicating and learning. Young children's first explorations of print often occur in writing rather than reading. These explorations allow children to experiment with written language and construct understandings of literacy concepts. Students should be encouraged to write daily and to develop an understanding of audience, purpose and the meaning of their messages.

Effective elementary classrooms immerse students in books, visual images and the spoken word. A text-rich environment is important for all students, but for students who have little involvement with literacy events outside school, it is essential.

The most beneficial literacy experience for students in all grades is to be read to daily. Read-aloud sessions introduce students to texts beyond their own reading level and give them access to ideas, places and characters they might otherwise never meet. They also help students become familiar with story language and text structure. Students who have been read to will adopt and adapt the language of books when they write, retell a story, share information, represent a character or event, dramatize a scene or create a storyboard.

A text-rich classroom provides students with a wide variety of texts that include oral, print and other media communications. Students should listen to poetry and engaging dramatic, expository and narrative texts. Teachers should supplement narrative and expository texts with appropriate types of literacy materials with which students are familiar in their personal lives. Students from other cultures, or students who speak a first language other than English, will benefit from seeing and hearing their own literature and oral traditions shared and valued in class.

A text-rich environment has visual appeal, with attractive posters, charts and “word walls.” Different areas of the classroom are devoted to materials and equipment to encourage writing, viewing and representing through art and drama, listening to music and to story recordings, and reading—alone, with friends or with teachers. Student-published books are on bookshelves, student artwork and other representations are displayed, and works-in-progress are evident. Student-made books or posters that display photographs with captions provide records of past shared experiences and successes.

A text-rich environment that offers interesting reading, speaking, listening, viewing, representing and writing activities is important, but teachers must also use a variety of active, intellectually engaging strategies and methods of instruction. These strategies and methods include:

- reciprocal discussions in which students’ ideas are taken seriously; e.g., examining problems, asking open-ended, thought-provoking questions and interacting informally
- sustained inquiry in which teacher and students select questions or topics to pursue as a group and individually
- explicit instruction in response to the observed needs of individual students
- incidental teaching, conferencing and informal instruction
- flexible grouping to promote literacy learning and social–emotional development.

Students need to follow a writing process to create acceptable products. This means that students need to brainstorm ideas, draft a preliminary plan, write a draft, edit it or have someone else edit it, revise the text and produce a final copy. It is important to note, however, that students should not be asked to create a text independently unless they have had ample practice in the fundamentals of the language needed to create a specific type of text and they have worked as a class in the creation of model texts.

In preparation for the evaluation of writing skills, students need to be made aware that language precision is important; that is, they will be evaluated on spelling, word order, appropriate vocabulary use and other grammatical elements that have been taught leading up to the creation of the text. The use of clear, concise evaluation criteria provides students with parameters so they can fulfill the requirements of the task successfully.

Early Intervention

The Nature of Reading Difficulties

The foundation of good reading is the same for all students. All readers, regardless of their age, gender or aptitude, need to develop fluency, comprehension and the motivation to read to become successful readers. Students who experience reading difficulties are no exception. They too must develop a basic foundation for reading.

Most young students with reading difficulties have problems developing fluency. For these students, identifying words takes a lot of effort. Their reading rate is slow, their word identification is hesitant, and they over-rely on contextual cues for word identification. Because most of their cognitive or mental effort is spent trying to identify words, their comprehension suffers. The main prevention and early intervention strategies for these students are intensive preparation for literacy and targeted classroom instruction.

Even with effective classroom instruction, some students will need additional support or intervention. When targeted instruction has not resolved a child's reading difficulties, it may be necessary to consult with jurisdiction reading specialists or other specialized educational interventions.

Effective intervention requires that teachers recognize as early as possible those students who are experiencing reading difficulties, tailor instruction to address their needs, and provide supplementary instruction when necessary. If adequate screening and assessment procedures are in place, early intervention may begin even before formal instruction in reading. Interventions that begin when students are very young have a much better chance of success than interventions that begin later.

It is essential to identify reading difficulties early and to put appropriate intervention in place immediately. In this way, reading problems can be tackled before they become entrenched and before repeated failures affect the child's motivation and compound his or her difficulties in learning to read and write.

Characteristics of Successful Intervention

No one intervention works for all students with reading difficulties; however, interventions that succeed for many students have several characteristics in common, such as:

- more instructional time for students
- carefully planned assessment that allows for continual monitoring of the student's response and leads to modifications of the intervention when necessary
- teaching methods that are supported by research on how students learn to read and how they should be taught

- considerable attention to the materials used (e.g., predictable, patterned, easy to more difficult texts), with a focus on interesting and enjoyable texts at appropriate reading levels
- an array of activities (e.g., word study, reading, rereading and writing).

Successful interventions generally occur on a daily basis and may occur in focused, short blocks of time or in longer blocks, with appropriate accommodations in classroom instruction.

Successful interventions are strongly linked with regular classroom instruction, are supported by sound research, reflect an understanding of effective reading instruction and are culturally and linguistically appropriate for the individual child. It is critical that interventions be measured against these criteria, and that their effectiveness in helping students with reading difficulties is carefully assessed and monitored.

Early Intervention Strategies

Effective early identification and intervention will help prevent and significantly decrease reading difficulties for many young students and improve their prospects for success in school. However, even exemplary early intervention practices will not guarantee that severe reading difficulties are overcome. Some students will continue to need additional reading instruction and support to succeed in the later school grades.

As these students grow older and literacy increasingly becomes a vehicle for teaching, learning and evaluation, instructional and other supports that address their changing needs must be in place.

Early Intervention Strategies for Addressing Literacy Problems

STRATEGY:

ACTIVE PARTICIPATION

Questions to Consider

Are there sufficient opportunities for the child's active participation in learning through:

- engagement?
- play?
- representing?
- reflection?

How might engaged time be increased in ways that are meaningful to the learner?

How might the learner develop more effective literacy knowledge and skills through literate engagement?

How might the learner develop greater awareness of reading and writing processes and become self-regulated and motivated?

Possibilities for Action and Intervention

- Develop phonological awareness through language and literacy play; e.g., games with rhymes.
- Develop awareness of purposes of print and "how print works" through increased reading and writing in the context of everyday routines and use of literacy materials in the dramatic play centre.
- Devote increased time to reading and writing to develop word recognition and fluency.
- Develop phonemic awareness and phonics knowledge through guided and interactive writing in small groups or one-on-one and increased independent writing (with invented spelling).
- Ensure the use of appropriate reading materials for independent practice to develop fluency and comprehension. Provide patterned and predictable books but not the "decidable" texts that make reading harder.
- Choose reading materials slightly ahead of the student's independent level for instructional purposes; increase difficulty gradually.
- Provide a daily take-home reading program for extra practice.
- Place increased emphasis on silent reading.
- Make increased use of open-ended activities that allow students to communicate ideas in a variety of ways.
- Use increased think-aloud during modelling of reading and writing.
- Talk about thinking processes related to reading and writing; encourage students to talk about their own thinking.
- Teach strategies to develop awareness and self-regulation of one's own reading and writing processes; e.g., retrospective miscue analysis (Goodman and Marek 1996).
- Use miscue analysis, retellings and running records to determine how the student approaches reading and how to get the reader "on track."
- Conduct a dynamic assessment to determine the type and degree of support the student needs to be successful.
- Regularly analyze the student's independent writing to establish an ongoing assessment of the student's phonological awareness and knowledge of phonics.

STRATEGY: LEARNING IN VARIOUS WAYS AND AT DIFFERENT RATES

Questions to Consider

Are the learning experiences appropriate for the student's ways and rates of learning and particular learning needs?

How might the student's rate of learning be accelerated?

Does the program include a range of approaches?

Is the content relevant to the student's interests and cultural background?

Possibilities for Action and Intervention

- Try a different instructional approach and new strategies.
- Consider a reading style assessment.
- Use key visuals and graphic organizers.
- Find topics of interest to the student to “hook” him or her on reading.
- Use culturally relevant reading materials; e.g., First Nations tales for Aboriginal students.
- Have students create their own reading materials by sharing personal stories and writing.
- Use drama, music and movement to involve students in literature.
- Use concrete materials and pictures to help students grasp abstract concepts.
- Try tactile materials.
- Use a variety of nonfiction as well as fiction materials.
- Have students do “research” to learn information and write about what they have learned.
- Increase instructional time, especially small-group and one-on-one.
- Combine structure and routine with flexible responsiveness for students with special learning needs.
- Consult the school-based team for possible assessments that might provide insights about the student's learning needs.
- Consider ways that the environment might be adapted to address the student's learning needs better (“adapted” means that the learning outcomes remain the same but that some aspect of the instructional environment might be changed).
- Consider ways that the curriculum might be modified to address the student's learning needs (“modified” means that the learning outcomes are changed in some way, either quantitatively or qualitatively, and an individualized program plan [IPP] is thus required).

STRATEGY: LEARNING AS A PERSONAL AND SOCIAL PROCESS

Questions to Consider

Does the instructional program help the student develop personal “ownership” of learning?

Does the program allow the student to pursue some topics of personal interest?

Does the program allow the student to make connections and construct meaning?

Who might support the child in his or her learning?

What kinds of groupings might be used to support the student’s learning?

Possibilities for Action and Intervention

- Allow students some choice in their reading and writing.
- Integrate learning of skills with meaningful contexts (real reading and writing).
- Use onsets and rimes and spelling by analogy to help learners work with chunks of meaning and patterns (rather than letter-by-letter).
- Use word-sorting activities to help students discern patterns.
- Use brainstorming/cloze to help learners integrate cues.
- Use strategies to activate prior knowledge and generate purposes for reading; e.g., KWL.
- Use thematic units to develop ideas and vocabulary in an integrated way.
- Use reading and writing for a variety of functions and in a variety of genres.
- Try partner and collaborative activities.
- Try older/younger buddies.
- Use various cooperative learning techniques.
- Balance group work and individual activities so students get sufficient independent practice.
- Use a variety of instructional techniques, including scaffolding, guided reading, explicit instruction and emphasizing connections to real reading and writing while avoiding isolated exercises.
- Design instruction according to the learner’s needs, in small-group or one-on-one instruction; e.g., interactive writing with one student.
- Use flexible groupings for particular purposes.
- Make learning explicit so students know what they are learning and why.
- Encourage students to talk about their learning.
- Encourage parental or guardian involvement in home literacy experiences.

Language Cueing Systems

Students use a variety of cueing systems, along with background knowledge, to create meaning. To communicate effectively, students need to learn how to maximize their use of linguistic and textual cues.

Semantic Cues

Semantic cues refer to the meaning in language that assists in comprehending texts, including words, speech, signs, symbols and other meaning-bearing forms.

Semantic cues involve the learners' prior knowledge of language, text and visual media, and their prior life experiences. Many of the conventions of visual media fall under the umbrella of semantic cues. Teachers can scaffold students' use of semantic knowledge by relating new concepts to concepts already familiar to students. Gradually, students independently relate new information to what is known and personally meaningful.

Morphological Cues

Morphological cues involve using the smallest meaningful units of the language to derive meaning from a word or text.

Syntactic Cues

Syntactic cues involve word order, rules, patterns of language, grammar and punctuation. For example, the position a word holds in a sentence can cue the listener or reader as to whether the word is a noun or a verb. Conversely, listeners and readers use their intuitive knowledge of grammar to predict what words are likely to appear next. Oral punctuation provides cues to meaning through rhythm, flow, pauses, intonation and voice modulation.

Graphophonic Cues

Graphophonic cues involve the letter–sound or sound–symbol relationships of language. Readers who identify unknown words by relating speech sounds to letters or letter patterns are using graphophonic cues. This process is often called *decoding*. Decoding is not, as the word may imply, a mechanical process but an essential means of making meaning. Graphophonic cues are used to support semantic, syntactic and pragmatic cues to help readers determine if a word is logical or makes sense. In early literacy development, some students over-rely on graphophonic cues and attempt to sound out every word. These students need to be encouraged to predict what word would make sense and fit in the sentence pattern or context.

Textual Cues

Learners use textual cues, such as titles, headings, subheadings, bold print, italics, captions and other text features, to construct meaning. Learning to read graphs and charts is also part of the comprehension process. Text-structure cues give insight into the author's organizational patterns and thought processes in different types of texts, such as narrative, expository, dramatic and poetic. Students who learn to attend to textual cues are better able to comprehend, organize and remember information presented in texts than those who do not.

Grammar in the Spanish Language Arts Classroom

Elements of Grammar

Grammar is not introduced and taught as a separate component of the Spanish language arts program, but instead is integrated with other student learning. Linguistic Elements Outcome 6.1 of the Spanish Language Arts Kindergarten to Grade 6 Program of Studies outlines the grammatical components to be emphasized at each grade level. The suggested teaching and learning activities provide the context within which Spanish grammatical elements can be explored.

Contextualizing Grammar

The issue of how to deal with grammar and grammar instruction in the second language classroom has been the focus of considerable discussion in language teaching; however, there is increasing agreement as to what constitutes effective grammar instruction.

Effective grammar instruction:

- should be taught in context. Students gain insight into the structural elements of Spanish through the use of the language in authentic, meaningful and relevant contexts
- should be integrated into daily teaching and learning activities and classroom routines. It should be integrated into all activities and across all subject areas
- does not fragment language at the word or sentence level and neglect the discourse level
- should be accurately modelled and students need frequent opportunities to practise these structures in a variety of different contexts and for a variety of purposes
- facilitates communication. The emphasis in grammar instruction should remain on communicative skills that lead to the use of the Spanish language in a variety of circumstances. Although **language fluency** is a major goal of the Spanish language arts program, teachers also need to focus attention on **language accuracy** to avoid students' "fossilization" of language errors
- should be purposeful and build on students' prior linguistic knowledge and experiences

- includes repetition and reinforcement of grammar rules and patterns, using concrete language experiences, across a broad spectrum of topics and themes
- should be reinforced in a variety of ways to meet the various learning preferences of students
- provides students opportunities to interact with one another in a nonthreatening environment where they feel free to take risks and experiment with language.



Chapter 3

Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
The Physical Environment
Understanding the Spanish Language Arts Outcomes
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of the program of studies.

Program of Studies

→ For more
information ...

Chapter 3
Understanding the
Spanish Language
Arts Outcomes

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they approach planning.

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year. A description of the general outcomes is included later in this chapter in the Understanding the Spanish Language Arts Outcomes section.

Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Planning Considerations

Using the Guide to Implementation

The *Spanish Language Arts Grade 4 to Grade 6 Guide to Implementation* is designed to assist teachers as they plan for and implement the Spanish Language Arts Kindergarten to Grade 6 Program of Studies. The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Spanish classroom program.

The Grade Level Samples in Chapter 9 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Spanish language arts education should strive to provide an intensive language learning environment, stressing high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

Instructional Time

The instructional time spent in the specific international language varies from province to province and, sometimes, from program to program. The *Framework* presupposes that the following portions of the instructional day are allocated to instruction in the international language:

Kindergarten to Grade 6:	50%
Grade 7 to Grade 9:	30%
Grade 10 to Grade 12:	20%

When planning for instructional time in the Spanish bilingual program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that, whenever possible, the portion of the day allocated to instruction in the Spanish language be uninterrupted by English instructional time. It is crucial to block Spanish instructional time to maintain a strong linguistic environment.

Class Groupings

In some situations, students from two grades may have to be combined into one Spanish bilingual class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By organizing the classroom activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on similar tasks or projects, expectations will be different for each grade or subgroup. Careful planning from year to year and across grade levels will ensure that students experience a variety of learning activities on a broad range of topics.

Spanish Program Collaboration

Successful bilingual programming is dependent on the support of all the partners in education. It is critical to have the active involvement of:

- school administration and staff
- parents of the students enrolled
- members of the community at large, particularly those who speak Spanish
- Spanish–Canadian community institutions and resource centres
- Spanish–Canadian cultural, educational and historic sites.

Spanish bilingual programs depend heavily on collaboration among stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, ministries of education, community members, members of Spanish-speaking communities, post-secondary institutions, Spanish cultural institutions and other stakeholders all play crucial roles in supporting Spanish bilingual programs. Teachers should ensure that opportunities for collaboration are maximized.

In some regions, Spanish language education consortia can serve to facilitate ongoing communication and collaboration between groups and provide the support needed to ensure excellence in Spanish bilingual programs.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Spanish speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

Planning for Professional Development

Teaching in the Spanish language arts program demands a broad range of knowledge and skills, both in the Spanish language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Spanish language and to continuously improve their teaching skills.

Spanish language arts teachers will benefit from professional development opportunities to speak the language, to increase understanding of the Spanish culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning

- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Spanish language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Spanish print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community
- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Prior Knowledge

The Spanish Language Arts Kindergarten to Grade 6 Program of Studies assumes that students will have limited or no previous knowledge of the Spanish language upon entry. In situations where the majority of students do have previous knowledge of the Spanish language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is a romance language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

Spanish language should dominate the classroom interaction, whether the teachers or students are speaking. Learners will sometimes use their first language, especially in the early stages of learning, but will favour the Spanish language as they gain more skill and knowledge. There may be some situations where a few minutes of class time in English will be used for reflection on the learning process or for the development of cultural understanding and skills.

Choice of Topics and Tasks



Spanish
Language Arts
K–6 Program of
Studies, page 3

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the subject-area content under study in the Spanish language.

Opportunities for Spanish Language Use and Real-life Applications

Frequent and intensive use of the Spanish language for meaningful purposes is crucial to the development of students' language abilities. Students in the Spanish bilingual program have ample opportunities to use Spanish throughout the school day for communication and for learning. It is very important that students use Spanish for a variety of purposes, including communication with other speakers of Spanish both in and outside of the classroom context. Pen pals, e-pals, guest speakers, family and community members can all provide opportunities for students to engage in meaningful communication using Spanish. A variety of media can be used to provide authentic and meaningful opportunities for language use for students in the Spanish bilingual program.

Students will be more successful Spanish language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Spanish language learning through meaningful contact with fluent speakers of the Spanish language and authentic texts.

Teachers can make use of other authentic materials, electronic communications and multimedia resources to support language learning. They can also facilitate student participation in exchanges (local, national or international), language camps, weekend immersion experiences, field trips or longer excursions. Schools or communities can be twinned, pen pals arranged and visitors invited into the school.

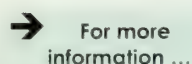
Knowing the Students



Chapters 4, 5, 6
and 7

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the areas of experience outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs



Chapters 5, 6 and 7

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language arts program.

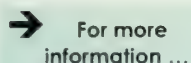
Plan for Strategic Learning



Chapter 4 (Guide)
Program of Studies,
pp. 55–59

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Identify Instructional Strategies



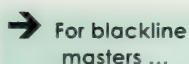
Chapter 4

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching strategies and the specific outcomes targeted.

Identify Assessment Tools



Chapter 8



Appendix E

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessment tools focus on active involvement of the student in the process, determining if outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

The Physical Environment

A Spanish language arts classroom's design and contents should be able to accommodate a variety of language learning activities. A permanent location is preferred, whether it is a special language room shared by several teachers or the Spanish language arts teacher's own classroom. This will provide learners with a sense of stability and familiarity. It reduces the Spanish language arts teacher's preparation time, as all materials can be displayed in the classroom as necessary and stored in one location. It also eliminates the inconvenience of transporting instructional materials.

Some important elements in establishing a rich environment for learning language and culture are:

- examples of meaningful and authentic environmental print, such as maps, advertisements, labels, brochures, posters and signs in Spanish, displayed around the classroom
- a reading centre or classroom library with a variety of reading materials in Spanish, such as books, magazines, newspapers, comics, maps and a computer with Internet access
- a writing area equipped with tools for writing, such as paper, pens, art supplies and computers
- a listening or oral centre equipped with recording equipment, audio recordings, read-along storybook sets, a computer with a microphone and Internet access
- a viewing area, which could include access to satellite television for viewing television programs from Spanish-speaking countries, a DVD player for viewing DVDs in Spanish or a computer for using multimedia applications.

Understanding the Spanish Language Arts Outcomes

→ For more information ...

Chapter 9:
Grade Level
Samples

For more information on the Spanish language arts outcomes, the Grade Level Samples in Chapter 9 identify the prescribed general and specific outcomes by grade from Grade 4 to Grade 6 that have been set out in the Spanish Language Arts Kindergarten to Grade 6 Program of Studies. In addition, Chapter 9 provides suggestions for instruction and assessment to assist educators as they work with students to achieve the prescribed learning outcomes.

The Seven General Outcomes

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Exploratory language enables students to organize and give meaning to experiences. It enables students to share thoughts, ideas and experiences, and to express and acknowledge emotions. Exploratory language is the foundation of Spanish literacy learning. Students require many opportunities to listen actively and to speak with others. Students may also clarify their thinking through drawing, mapping, sketching, role-playing and writing. They learn to appreciate and incorporate the thoughts of others, and to express ideas and opinions with confidence. Describing and questioning observations, experiences and feelings and interacting with texts extends self-understanding and personal knowledge.

As students progress, they become increasingly competent at using exploratory language in all six areas of the language arts. They use exploratory talk, representations and writing to enhance their comprehension. Students connect prior knowledge with new information and experiment with ways to organize and manage information. They use it to analyze, evaluate and respond to various kinds of texts, and they use it in collaboration with others to contribute to the learning community of the classroom.

Exploratory language experiences provide opportunities for students to develop intellectually, socially and emotionally. Teachers facilitate students' abilities to explore thoughts, ideas, feelings and experiences when they:

- provide opportunities for students to engage in exploratory Spanish language in environments that encourage risk taking and an appreciation of diverse ideas
- value students' preferences and experimentation in expression
- provide a Spanish language-rich environment with access to books, media texts such as films and audio recordings, pictures, artifacts, and a wide range of Spanish language experiences
- teach students a wide range of forms of expression appropriate to their learning styles and developmental levels
- teach students a wide variety of interaction skills and strategies that contribute to purposeful exchanges of ideas, thoughts and feelings
- help students develop a sense of ownership in their Spanish language learning by guiding students through the processes of goal setting, self-monitoring, self-reflecting and celebrating Spanish language arts progress and achievements
- provide regular opportunities for reading and writing real texts in Spanish for real purposes.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehending and responding are both acts of constructing meaning. Listeners, viewers and readers make meaning by interacting with a text and constructing their personal understanding of the information or ideas presented by the author. Students engage in speaking, writing or representing to compose or construct meaning in an effort to communicate or to express themselves.

Students learn to use a variety of comprehension strategies before, during and after interacting with oral, literary and media texts. They access prior knowledge, preview, ask questions, make predictions and set purposes. While interacting with texts, students make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, creating, analyzing, synthesizing and evaluating. Effective literacy learners are able to apply a wide range of strategies in a flexible way as they construct meaning and develop creative and critical thinking skills.

Comprehension is a complex and dynamic process of constructing meaning that must be learned and practised in meaningful literacy contexts. Students must become familiar and comfortable with processes that allow them to construct meaning using the various cueing systems available in oral, literary and media texts. Students benefit from explicit strategy instruction and practice in using a wide variety of texts. This is essential for enabling students to achieve fluency and develop a repertoire of active comprehension strategies.

Students need many opportunities to respond personally and critically and to make connections to text. Students learn to recognize and use text structures and features, and develop an understanding of genres and forms. In exploring the world of children's literature, students learn to appreciate the beauty and artistry of text. It is important to expose students to Spanish and Spanish–Canadian literature for young people and to provide opportunities for students to respond to literature by crafting their own texts.

Teachers facilitate students' abilities to comprehend and respond personally and critically when they:

- provide a literature-rich environment with a variety of oral, print and other media texts
- assist students in making connections between texts and self, and model and encourage both personal and critical responses
- select appropriate and engaging instructional materials and help students select materials at appropriate levels
- assist students in developing an understanding that listening, viewing and reading are active and dynamic processes that require attention, engagement and flexible use of strategies
- provide instruction and opportunities to use semantic, syntactic, graphophonic and pragmatic cueing systems associated with reading, listening and viewing text in authentic Spanish language learning experiences
- provide formal and informal interactions with peers that include the sharing of responses and exchanges about issues encountered in oral, literary or media texts
- encourage students to develop personal preferences for a variety of genres, storytellers, writers, illustrators, filmmakers and other artists
- allow students to choose the materials and encourage ownership of the comprehension and response processes through reflection and goal setting
- support students in expanding their choices of materials and learning experiences and encourage them to comprehend and respond by setting goals and reflecting on their literacy development process
- ensure students have a balance of narrative, poetic, dramatic and expository (informational) texts for personal and critical response and inquiry
- create a caring and inclusive classroom community that encourages risk taking, values responses and appreciates the efforts of others.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Managing ideas and information is important in the home, school and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills and strategies effectively to manage, organize and evaluate the increasing amount of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. The inquiry process embodies the attitudes of questioning, searching and problem solving and is cyclical and recursive in nature. Students learn to activate prior knowledge, ask questions, define directions for inquiry and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions and discover additional areas for inquiry.

Students enhance their ability to manage ideas and information by encouraging, supporting and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their goals. After interacting with a variety of text forms and genres, students learn to comprehend, interpret, analyze and communicate with others. They gradually learn to consider factors such as author, purpose, audience and source. Technology also enhances students' opportunities to access, create and communicate ideas and information.

Teachers facilitate students' abilities to manage ideas and information when they:

- assist students in developing questions and plans for research and inquiry
- guide students to develop realistic project proposals, time lines and deadlines
- provide opportunities and instruction to access prior knowledge, use exploratory language to develop a topic, focus an inquiry and explore relationships among content, purpose, audience and form
- initiate curriculum-related inquiry and topics and encourage students to pursue areas of personal interest related to topics
- model and provide opportunities for practice in reflection and self-questioning when identifying inquiry needs and sources
- model and provide opportunities to practise making, using and revising inquiry plans
- model and provide instruction in note taking and other skills and strategies for gathering and recording information and in using specific sources effectively
- encourage students to share inquiry findings and insights with peers
- provide opportunities for students to obtain direction and feedback throughout the inquiry process
- provide guidelines and instruction for presenting inquiry findings to others
- guide and encourage reflection on the inquiry process and on developing new questions and setting goals for subsequent inquiries.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

In school and in daily life, students are expected to communicate ideas and information using well-organized, clear and increasingly more precise language. They use artistic language to compose, to express who they are and what they feel, and to share their experiences and stories with others in a variety of oral, literary and media texts. Speaking, writing and representing are all ways of constructing meaning when communicating with others. Composing or authoring, whether for oral, written or visual text, requires students to focus on clarity, artistry and the use of conventions.

In the initial stages of the composition process, students may use exploratory language to develop ideas and focus thinking. Initial drafts are revised several times as students work toward clarity and artistry. Revising is followed by editing, where grammar, spelling and punctuation are re-examined for improvement and refinement. Feedback and conferencing are essential throughout the entire composition process. Sharing work and celebrating progress are integral to the composition process in a community of learners. Students gradually develop clarity and artistry in the various functions of literacy, including the instructional, regulatory, interactional, personal, heuristic (“tell me why?”), imaginative, informal, diversionary and perpetuating functions of literacy in authentic contexts.

Teachers facilitate students’ abilities to enhance the clarity and artistry of communication when they:

- provide frequent and varied opportunities for students to engage in authentic composition tasks
- have students compose texts in a variety of forms for a variety of purposes and audiences
- provide explicit instruction on the processes necessary for exploring, planning, drafting, revising, editing, presenting, sharing and publishing
- provide mini lessons on the conventions of spelling, grammar and punctuation as required, based on students’ communication needs
- encourage students to focus on audience needs and interests when planning and composing
- provide opportunities for students to practise effective communication by sharing and presenting their compositions to different audiences
- model and provide instruction on aspects of audience behaviour, including respectful and critical listening
- encourage peer and self-assessment and goal setting throughout the composition process
- encourage students to reflect on their composition processes
- encourage students to collect favourite works as models and references to inspire future work.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Students use language to build community within the home, school and society in which they live. In a multicultural country such as Canada, students need to value different ideas and show respect for diverse languages, cultures, customs and beliefs.

Students learn cooperation and collaboration skills by discussing in groups, building on others' ideas and planning and working together to meet common goals and to strengthen classroom and school communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding and feelings of belonging, and demonstrate respect for diversity. Students also learn to value the importance of effective teamwork.

Students learn that language is important for celebrating events of personal, local, provincial, national and global significance. Through their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others and delight in both their own and others' contributions. Students need opportunities to reflect on, appraise and celebrate their progress and achievements as valued members of an inclusive classroom learning community.

Teachers facilitate students' abilities to celebrate and build community when they:

- provide opportunities for students to share ideas, take risks, plan, organize and work collaboratively and cooperatively
- value students' unique contributions to classroom life
- provide explicit instruction in group process skills
- provide modelling and practice in assuming roles and sharing responsibilities as group members
- provide opportunities for goal setting, constructive and specific feedback, and reflection regarding group processes
- provide opportunities for describing, discussing and composing ideas and experiences individually and in groups
- provide authentic Spanish language learning experiences that explore students' cultural representations in oral, literary and media texts
- celebrate students' progress and success, using appropriate language and forms to honour accomplishments in and beyond the classroom
- respect students' background languages, dialects and cultures
- foster a sense of caring, belonging and responsibility within an inclusive classroom community of learners.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Students must acquire the linguistic elements of the Spanish language to successfully use language for communication, personal satisfaction and learning. They need to develop an awareness of and competence with using the elements of the Spanish language: the sound–symbol system, lexicon, grammatical structures, mechanical features and discourse elements. Students also need to develop their understanding of linguistic elements and be able to put these elements together in meaningful ways. Students develop, over time and through continuous and meaningful use of and exposure to the language, growing sociocultural awareness and competence, such as the appropriate use of nonverbal communication, social conventions and vocal register.

As students experience learning a second language, they develop independently and with guidance a range of strategies for learning and using the language, and for learning in general. The strategies that students choose and that can be effective depend on the task as well as on other factors, such as the student's preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Within the Spanish language arts program, emphasis is placed on the development of a positive self-concept, a strong self-identity as a bilingual or multicultural learner, and a positive identification with Spanish language and culture. Students are provided with opportunities to explore Spanish culture from the perspectives of historical elements, contemporary elements, diversity and change. The development of a sense of community, an understanding of similarities and differences among people, cultural sensitivity and appreciation for personal contributions to society are fostered. Students are supported in their understanding of global interrelatedness and interdependence. They are encouraged and supported in their preparation for effective participation in the global marketplace and workplace.

Integrating Outcomes

The Spanish Language Arts Kindergarten to Grade 6 Program of Studies assumes that the general and specific outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although the *Spanish Language Arts Grade 4 to Grade 6 Guide to Implementation* treats each specific outcome separately, this is only to provide suggestions specific to each learning outcome. Effective Spanish language arts classroom learning experiences typically integrate many learning outcomes.

Creating a Context for Using Specific Outcomes

The specific outcomes listed in the grade level samples are not intended to be taught strictly in the order they are presented. Teachers are encouraged to select specific outcomes, both within a general outcome and across all seven general outcomes, and to organize these specific outcomes into logical sequences for instructional activities. Spanish language arts instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific outcomes while developing themes, inquiries, genre studies, projects and other learning experiences.

Using Outcomes and Strategies Recursively

Many aspects of language arts need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Spanish language arts program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experience as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks and projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

Year Plans

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Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or it can integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as for an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes in a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

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Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher-level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- “What am I doing that is working well?”
- What do I want to reconsider or stop doing?
- What do I want to do more of?” (p. 128).

Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:

- be written to “uncover” the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the “flow” of the unit.

For example, specific unit questions such as the following could support the general unit question “How do patterns, inconsistencies and misunderstandings inform our understandings?”:

- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?



Appendix C
Instructional
Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, task or project and the resources used.

Tips for Developing a Unit Plan

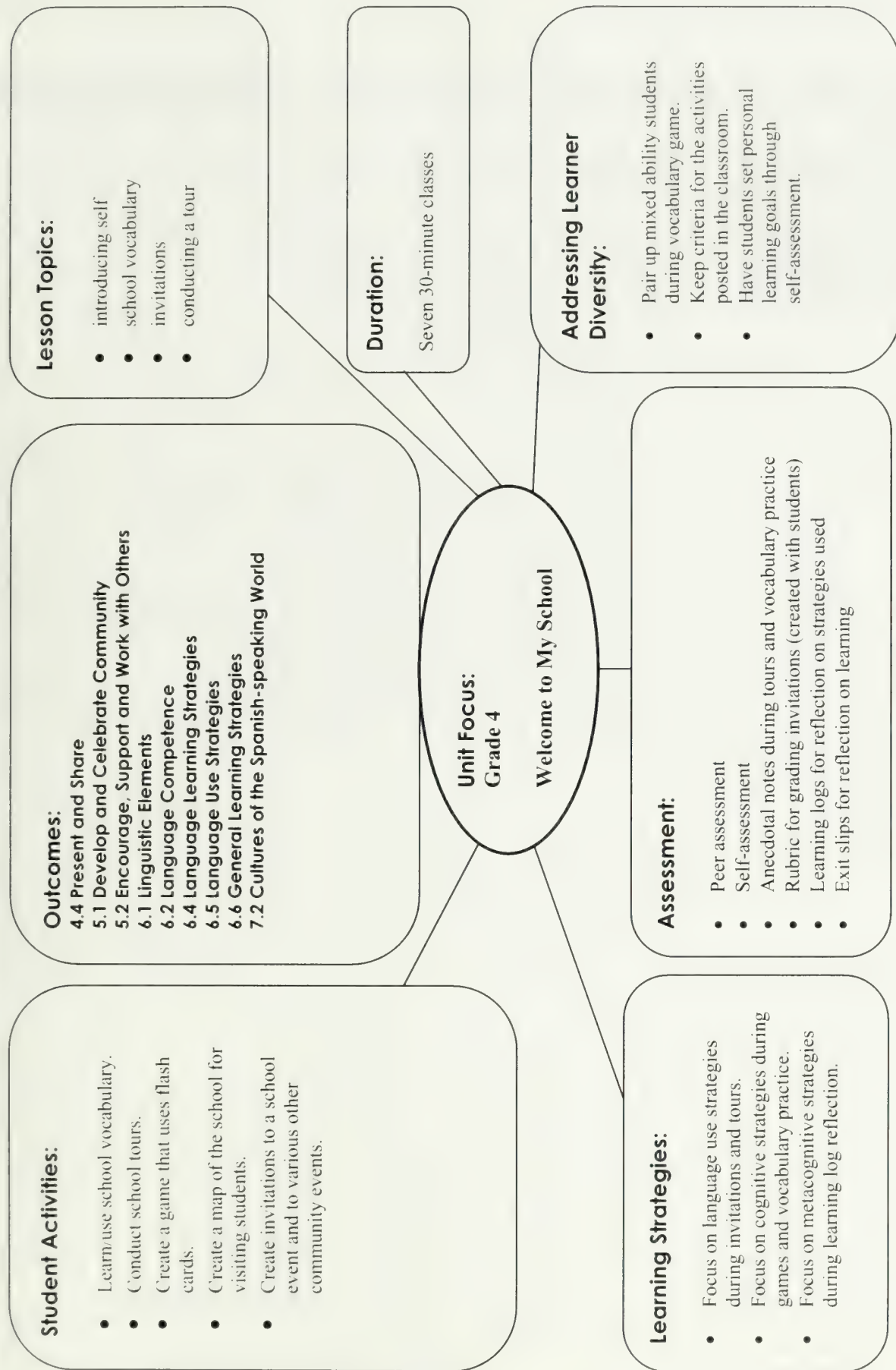
1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Spanish and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

Unit Planning Checklist

Have I ...

- ☐ selected the specific outcomes I wish to focus on in this unit?
- ☐ provided a rationale for the unit?
- ☐ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ☐ considered individual student needs, interests and abilities?
- ☐ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ☐ identified the historical and contemporary elements of culture relevant to the global citizenship content of the unit?
- ☐ selected interesting, useful and varied resources to support the unit?
- ☐ included a variety of instructional strategies, language experiences and activities?
- ☐ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ☐ allowed for flexibility and adaptation of the plan in response to student needs?
- ☐ provided opportunities for student input and collaborative decision making?
- ☐ considered possible unit extensions and applications?

Sample Unit Plan



Lesson Plans

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Appendix C
Instructional
Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curriculum outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, integrating outcomes from the seven general outcomes?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Spanish through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 4B

Outcomes Addressed:

- 6.1 Linguistic Elements, lexicon
- 6.1 Linguistic Elements, sound–symbol system
- 6.2 Language Competence, speaking
- 6.5 Language Use Strategies, interactive
- 6.5 Language Use Strategies, productive

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted)

Teaching and Learning Activities:

With students, brainstorm various verbal and nonverbal greeting and farewell expressions; e.g., *¡Hola!* *Buenos días*, smiling, kissing, shaking hands/extending a hug.

Students circulate and greet one another in Spanish. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. *¡Hola! Me llamo Alicia. ¿Cómo te llamas?*

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells; e.g., *¡Adiós!*, *¡Hasta luego!*, *¡Chao!*

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained the specific outcomes in General Outcome 6 during the conversations.



Chapter 4

Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency in using a strategy before new strategies are introduced. Over a period of time, students will have a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need to:

- know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- know what steps are involved in the strategy's procedure
- understand when the strategy should be used
- know how to adjust the strategy to fit their particular purposes so that they can apply the strategy in a variety of relevant contexts
- practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

→ For more
information ...

Appendix C
Sample List of
Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Spanish language arts classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in approaching language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

→ For more
information ...

Spanish
Language Arts
K–6 Program of
Studies

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Spanish language arts classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

Metacognitive language learning strategies are higher-order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies, mathematics or health concepts, learned through the Spanish language.

Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies or mathematical facts in Spanish) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Spanish language arts outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language arts classroom.

Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge is not and should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

Possible Student Learning Strategies:

- | | |
|---------------------|--|
| Cognitive | <ul style="list-style-type: none">• Listen attentively• Identify similarities and differences between aspects of Spanish and your own language(s) |
| Interpretive | <ul style="list-style-type: none">• Listen selectively based on purpose |

☉ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:

- | | |
|---------------------|---|
| Cognitive | <ul style="list-style-type: none">• Use mental images to remember new information• Look for patterns and relationships |
| Interpretive | <ul style="list-style-type: none">• Listen selectively based on purpose• Determine the purpose of listening |

☉ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing “rr.” The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

☉ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which “sound category” (e.g., “rr” or “r”) they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

- | | |
|------------------|---|
| Cognitive | <ul style="list-style-type: none">• Group sets of things together—vocabulary, structures—with similar characteristics• Look for patterns and relationships |
|------------------|---|

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., “I know the word, and to fill in the missing sound I need to add the letter ‘a.’” or “This sentence doesn’t make sense unless I put the word ‘and’ in it.”). Avoid having too many blanks initially, and begin by blanking out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:

- | | |
|-------------------------|--|
| Social/Affective | <ul style="list-style-type: none">• Seek the assistance of a friend to interpret a text |
| Interpretive | <ul style="list-style-type: none">• Listen or look for key words• Infer probable meanings of unknown words or expressions from contextual clues |

◎ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

◎ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ For more
information and
blank templates ...

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn the essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify, on a large genre map at the front of the class, the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices and use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare-and-contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:

Cognitive

- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- Look for patterns and relationships
- Use available technological aids to support language learning

Social/Affective

- Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

◎ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Spanish may not be possible until students develop a level of proficiency that allows them to express their ideas.

⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Spanish words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting (PMI) information charts to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

☉ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. List on the board, under "what we Know," information students know or think they know about a selected topic. Next, list questions students want to answer about the topic under "what we Want to know."
2. While engaged in the planned activity, students are asked to keep in mind the information listed under "what we Want to know."
3. After the activity is completed, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

☉ Mind Maps

➔ For more information ...

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

☉ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, theme and resolution. These elements can be recorded on an overhead or a whiteboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

☉ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

☉ Venn Diagram

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Appendix D

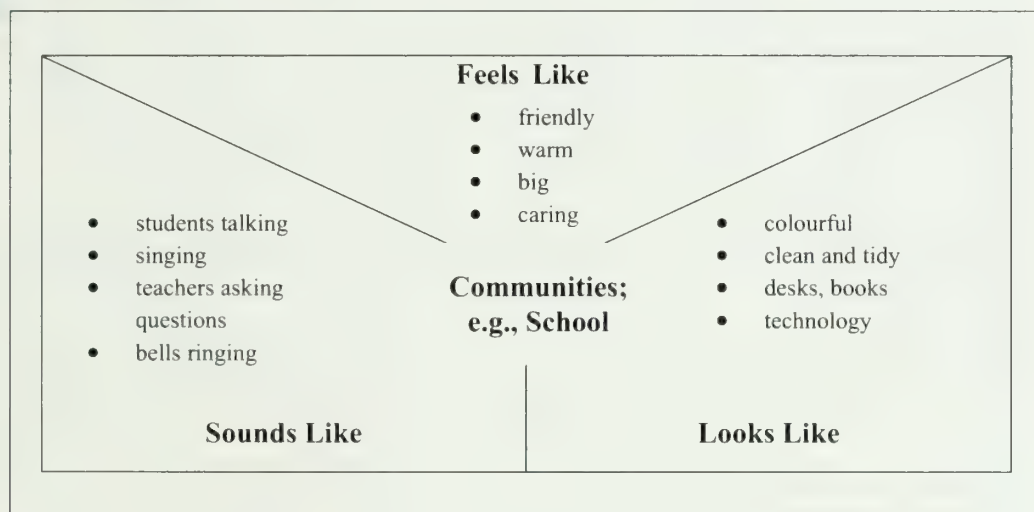
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

☉ Y-charts

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Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like.



Cooperative Learning Activities

→ For more information ...

Chapter 5
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:

Social/Affective

- Initiate and maintain interaction with others
- Work cooperatively with peers in small groups
- Work with others to solve problems and get feedback

Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have an opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

◎ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the “carousel” approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible within the designated time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

☉ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

☉ Debate

A debate is a discussion in which arguments are presented for and against a statement or resolution. Debates can take place between two people or two teams, or can involve an entire class. One side defends the resolution by taking the affirmative view, while the other side (the opposition) argues against the resolution.

☉ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any topic of relevance. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name the letters of the Spanish alphabet	name three body parts in Spanish	name four family members in Spanish	sing you a simple song in Spanish
identify a difference between his or her first language and Spanish	name two modes of transportation in Spanish	name three items of clothing in Spanish	name a strategy for remembering new vocabulary

◎ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

◎ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Spanish culture-related Internet sites they found useful and interesting.

◎ Inside–Outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used to have students develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

Each student is given a picture card with an illustration of an item from an area of experience, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

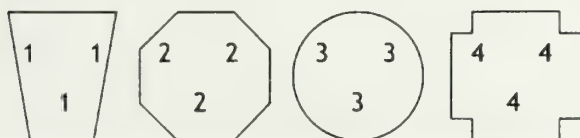
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.

1	2	1	2	1	2
3	4	3	4	3	4

The experts for each home group on the same topic then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for the group.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

☉ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment since the group is challenged to arrive at a consensus. This situation is less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

☉ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the 12 months of the year. The first student starts by saying "enero" (January). The next student would follow by saying "febrero" (February) and so on until all 12 months have been named. Each student could then be asked to identify his or her favourite month.

☉ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

☉ Think-Pair-Share

In a think-pair-share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think-pair-share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

◎ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

◎ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step by step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

- Interpretive**
- Determine the purpose of listening
 - Listen or look for key words
 - Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make a traditional cup of hot chocolate, how to play the castanets, how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

- Interpretive**
- Make connections between texts on the one hand and prior knowledge and personal experience on the other
 - Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussions. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

→ For more information ...

Danesi, Marcel.
A Guide to Puzzles and Games in Second Language Pedagogy. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin Series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles



For a blackline master ...

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activities.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

→ For more
information ...

Chapter 8

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Independent Study

→ For more
information ...

Chapter 6
Independent
Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner, as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Group Assessment. Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Possible Student Learning Strategies:

- | | |
|----------------------|--|
| Cognitive | • Find information, using reference materials such as dictionaries or textbooks |
| Metacognitive | • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly |
| | • Keep a learning log |
| | • Make choices about how you learn |

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:

- | | |
|-------------------------|--|
| Social/Affective | • Work with others to solve problems and get feedback on tasks |
| Interactive | • Indicate lack of understanding verbally or nonverbally |

Tips for Information Gap Activities

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Spanish to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and the identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

1. **Prepare:** Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan:** Collaboratively decide on the purpose of the interview or survey and whether questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data:** The interview/survey is conducted in the manner agreed upon; e.g., in-person interviews (preferable for beginners), surveys by phone or e-mail, surveys brought home.
4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions

Excuse me, teacher! Can you help me, please?
Excuse me, can anybody help me?
Hello! I need help, please.
Hey you! Help me.
Help!

Example B: Classroom Permission

May I go to the washroom, please?
May I get some water, please?
May I go to the library, please?
May I go to the office, please?
May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive

- Group sets of things together; e.g., vocabulary, structures with similar characteristics
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

Productive

- Use words visible in the immediate environment

Learning Logs



For more
information ...

Chapter 8
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Spanish and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Spanish and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Spanish use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to reread regularly what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)

What activities did we do?

What did I learn?

What did I expect to learn during the activity?

Looking in (Relate)

What did I like or dislike about the learning experience?

How do I feel about what I learned?

What questions or concerns do I have about what I learned?

Looking forward (Reflect)

What would I like to learn more about?

What goal could I set for myself?

How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive

- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes and incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:

- | | |
|----------------------|---|
| Cognitive | • Listen attentively |
| Metacognitive | • Listen or read for key words |
| | • Be aware of the potential of learning through direct exposure to the language |

☉ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

Read-aloud, shared reading, guided reading, guided comprehension, independent reading, phonics and word study give students opportunities to experience and enjoy authentic texts and to practise the skills and strategies necessary for fluency and comprehension.

Reading is a meaning-making process that involves a great deal of thinking, problem solving and decision making by both the teacher and the student. Comprehensive reading instruction teaches the student to use a variety of skills to decode, read fluently and understand the text. No single skill in this complex interaction is sufficient on its own, and teachers must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts.

Teachers should provide students with planned activities for before, during and after reading; e.g.,

- Before beginning to read, the teacher and students establish the purpose for reading. Together they consider what they already know about the topic or genre and use the title, headings, table of contents or index, and new, unfamiliar vocabulary to enhance their predictions.
- During reading, students respond to the text by searching for meaning, identifying the main ideas, predicting and verifying predictions, and building a coherent interpretation of the text. Students bring their experiences of the world and literature into the reading activity. The teacher directs the attention

of students to subtleties in the text, points out challenging words and ideas, and identifies problems and encourages students to predict solutions.

- After reading, students reflect on their learning as they apply the knowledge acquired during reading or transfer that knowledge to the contexts; e.g., by retelling, summarizing, creating graphic organizers or putting pictures in sequential order. With all of this instruction, the teacher provides continuous role modelling, coaching, guiding and feedback, and is always building on students' prior knowledge and experiences. The teacher also ensures that students are focused and engaged in the reading process and monitors the time on task.

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of vocabulary and language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

Students then apply the comprehension skills and strategies in teacher-guided small groups and student-facilitated comprehension activities such as literature circles, questioning the author or reciprocal teaching.

Students work with varying degrees of support and use texts at their instructional levels and independent levels of reading. The teacher and students reflect on performance, share experiences and set new goals for learning. The levelled texts and the organization of the small group will change as students' knowledge and reading skills increase.

☉ Guided Reading

Guided reading is a small-group, teacher-directed activity. It involves using carefully selected books at students' instructional levels. The teacher supports students as they talk, read and think their way through the text. Students can be grouped for guided reading by reading ability or specific instructional goals. The group composition is fluid and changes according to the teacher's observations and assessments.

Through modelling and instruction, guided reading enables teachers to extend students' vocabulary development and their knowledge and use of appropriate comprehension strategies. It gives the teacher the opportunity to observe reading behaviours, identify areas of need and allow students to develop more independence and confidence as they practise and consolidate reading behaviours and skills.

Guided reading provides a bridge to independent reading and can help students develop essential higher-order thinking skills.

☉ Independent Reading

During independent reading, students choose their own books according to their interests and abilities. The text should be chosen carefully so that each student can read with a high degree of success. Students can be taught to select appropriate independent reading material and can share this task with the teacher. Emergent readers can use this independent reading time to practise reading small, predictable stories, as well as books that have been used in shared and guided reading.

When teachers plan independent reading for students, they need to provide them with time to engage in discussion and reflection. Independent reading is preceded and followed by discussion and dialogue with the teacher and/or peers. The teacher is always observing, listening and gathering information about students' reading behaviours.

Independent reading provides opportunities for students to build self-confidence, reinforce skill development, enhance fluency, build memory for language structures and vocabulary, and promote comprehension and motivation to read. In addition, independent reading gives students time to acquire more information about a specific subject of interest.

☉ Phonics and Word Study

Research has shown that phonics and word study are valuable strategies for improving students' abilities to recognize words and decode text. Although these skills alone are not enough, they are essential building blocks for becoming an effective reader. They may be taught out of context but must be practised in authentic contexts, and reading material that is engaging and meaningful for students should be used.

Phonics is a systematic instructional approach that links the foundation of phonetic awareness with students' growing knowledge of letter-sound relationships to enable them to decode words and read. Instruction begins with the most common and more easily discerned letter-sound relationships and progresses to more

complex spelling patterns, which include larger chunks of words such as syllables. Teachers need to introduce the letter–sound correspondences in a planned, sequential manner so students have time to learn, practise and master them. Letter formation is a part of phonics instruction that reinforces students’ memories of letter–sound correspondences. To understand the usefulness of letter–sound correspondences and letter formation, students need to apply their knowledge by seeing, saying and printing words in interesting and authentic contexts.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them to develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur every day in the early stages of reading instruction to stimulate the students’ interest in books and reading.

⊙ Readers’ Theatre

Readers’ theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers’ theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers’ theatre can be done as a whole class, in small groups or with partners.

Tips for Readers’ Theatre Activities

1. Choose an existing script. These are not easy to find in Spanish so the teacher will have to adapt a story or a poem for the class. It is wise to choose a story that has a clear plot with actions or descriptions that can be easily mimed, well-defined characters, a good balance between narration and dialogue, and has a fairly equitable participation by all students.
2. Put each script into a three-hole folder. As the scripts can be used as props, ensure that the colour, design or size of the folder does not detract from the story.
3. When the roles are cast, ask each reader to highlight his or her lines with a highlighter.
4. Have all performers, except the narrator, sit on a stool, preferably one that rotates to aid entrances and exits. Narrators often stand with their script placed on a music stand or a podium.
5. Train the readers to use offstage focus when they read. This involves them looking out at the audience and reading toward an imaginary spot located just above the heads of those in the centre of the audience. If the students use onstage focus and do it poorly, they merely look like actors who have not memorized their lines. Offstage focus also cuts down on giggling by students who are looking at each other. Offstage focus forces the readers to read well enough to create the story in the mind’s eye of the audience. Narrators can either face the audience or the actors depending on what they are saying.

6. Have students get into groups and rehearse their texts. The teacher can circulate and assist in the direction of the production and student directors can also be used. Remind them to listen carefully to the narrator and to mime the actions or descriptions the narrator is reading. Ask the actors to find a character for their role as well as a voice and a body stance in order to make their personage come alive for the audience even though they are merely sitting on a stool and reading.
7. Entrances and exits of characters are easily made by turning on the stools, especially if one student is playing several roles. A back to the audience indicates that the character is not present at that time. Organize as well an orderly entrance and exit of all actors on the stage or playing area.
8. Be especially vigilant that the scripts in their folders do not distract from the reading by being opened or closed unnecessarily, by being dropped.
9. After some experience with already prepared scripts, students (especially those whose knowledge of Spanish may be slightly more advanced) can be asked to adapt stories or write their own scripts.
10. Share your performances with others.
11. Enjoy the experience!

A variation on the traditional approach to readers' theatre is to consider using a *VoiceThread*. *VoiceThread* is a free online tool that allows users to upload a document or image and use the record feature to perform the readers' theatre. This online tool has positive implications for second language learners (<http://voicethread.com>).

◎ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

Shared reading provides a bridge to guided reading. It should occur daily in the early stages of reading instruction and less frequently in later stages.

◎ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories or they may choose to tell stories they have read or written.

◎ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students act out vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:

- | | |
|---------------------|--|
| Interpretive | <ul style="list-style-type: none">• Use gestures, intonation and visual supports to aid comprehension• Listen or look for key words |
| Productive | <ul style="list-style-type: none">• Use nonverbal means to communicate |

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary:** Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary:** Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story:** Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story:** Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced):** Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced):** Students prepare and act out original stories, using the selected vocabulary.

◎ Word Study

Word study gives students the opportunities to practise high-frequency words so that they can read them automatically (word identification), and to learn word-solving strategies so that they will be able to read partially familiar or unfamiliar words (word knowledge). Word study improves students' abilities to decode words independently, which is important for both fluency and comprehension. The teacher provides students with an organized environment that includes charts, lists, word walls and other resources. Activities can involve the whole class, small groups or students working independently, and may include searching for big words or mystery words; recognizing whole words, word parts, root words and compound words; adding prefixes and suffixes; using known words to decode unknown words; and recognizing letter patterns.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects require students to use inductive reasoning. Students also reflect about their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:

- | | |
|---------------------|---|
| Cognitive | <ul style="list-style-type: none">• Use previously acquired knowledge to facilitate a learning task• Use available technological aids to support language learning• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember |
| Interpretive | <ul style="list-style-type: none">• Prepare questions or a guide to note information found in a text |

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:

- | | |
|----------------------|--|
| Metacognitive | <ul style="list-style-type: none">• Rehearse or role-play language |
| Productive | <ul style="list-style-type: none">• Use knowledge of sentence patterns to form new sentences |

Tips for Role-plays

1. **Outline the Situation:** Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time:** Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement:** Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection:** Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in “sound rules” between their first and second languages.

Possible Student Learning Strategies:

- | | |
|---------------------|---|
| Productive | • Mimic what the teacher says |
| Interpretive | • Use knowledge of the sound-symbol system to aid reading comprehension |

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage participation as students develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as “sit in a circle,” “do not touch anyone,” “one person speaks at a time.”

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to experience vicariously what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a long word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

⊙ Flash Cards

→ For more information ...

Appendix B:
Vocabulary and
Classroom
Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side by side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive

- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember

⊙ Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letter words, and collect or create accompanying picture cards; e.g., have the letters “p,” “e,” “rr” and “o” for “perro” along with a picture of a dog to associate meaning with sound. In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:

Metacognitive

- Make a plan in advance about how to approach a learning task
- Evaluate your performance or comprehension at the end of a task

Cognitive

- Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students’ own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students’ reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students’ learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:

Cognitive

- Make personal dictionaries
- Place new words or expressions in a context to make them easier to remember

Metacognitive

- Check copied writing for accuracy

⊙ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:

- | | |
|-------------------|---|
| Cognitive | • Group sets of things together (e.g., vocabulary or structures) with similar characteristics |
| Productive | • Use words that are visible in the immediate environment |

Writing Instructional Strategies

⊙ Writing Conferences

During writing conferences, the teacher guides one or more students through aspects of the writing process and provides specific feedback to students.

⊙ Independent Writing

Independent writing occurs after the appropriate preparatory modelling, sharing and talking. During independent writing, students write silently for an extended period of time.

Give students many opportunities to write to express their thoughts, feelings and insights for a variety of purposes and audiences, using a range of forms including narratives, poems, plays, fantasy, science fiction, historical stories, children's books, songs, notes, messages, letters, journals, diaries (real or imaginary), anecdotes, dialogues, reports, presentations, learning logs, biographical sketches, requests, memos, summaries, reviews, record books, brochures, pamphlets and others.

⊙ Interactive Writing

Interactive writing is shared writing during which students also serve as scribes; they take turns holding the pen and writing letters and words for the message.

⊙ Shared Writing

In shared writing, the teacher and students compose a piece of writing collaboratively. The teacher acts as an expert and scribes for students on large chart paper or on the board while demonstrating, guiding and negotiating the creation of meaningful texts. The focus is on the craft of writing as well as writing conventions.

⊙ Writing Aloud/Modelled Writing

During writing aloud/modelled writing, the teacher makes his or her thinking visible while composing and scribing in front of students by thinking aloud and modelling the writing process. Students see a demonstration of how writing works—planning, thinking, drafting, organizing, selecting words, forming letters, spelling, punctuating, revising, editing and formatting.

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. While computer-assisted language learning has been used for years by language teachers to supplement face-to-face language learning, there recently has been a plethora of emerging assistive technologies that are Web-based and open-sourced; i.e., anyone can change or share it, and it is widely available. Web 2.0 refers to what is perceived as a second generation of Web development and Web design. It is characterized as facilitating communication, information sharing, interoperability, user-centred design and collaboration on the World Wide Web. It has led to the development and evolution of Web-based communities, hosted services and Web applications. Examples include social-networking sites, video-sharing sites, wikis, blogs, mashups and folksonomies. These Web 2.0 tools have greatly added to the list of ICT skills and processes that have typically been addressed by technology in the classroom:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting
- communicating information
- conversing with students in other classes
- connecting
- building community.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the language arts programs of study. Furthermore, the recent development of Web 2.0 tools has shifted learning from technology to learning with technology, providing effective means for students to develop constructive, higher-order and critical thinking skills. Effective use of Web 2.0 tools can increase a language learner's ability to collaborate and communicate in the target language. It can provide opportunities to hone the use of the vocabulary and the ability to extend working understanding of the target language by accessing more authentic environments and contexts within which to practise the language. In effect, a second level of processes is accessed through the use of Web 2.0 tools.

ICT Skills and Processes	Cognitive Learning Strategy Examples
<ul style="list-style-type: none">• gathering and identifying information	<ul style="list-style-type: none">• find information, using reference materials
<ul style="list-style-type: none">• classifying and organizing	<ul style="list-style-type: none">• group sets of things; e.g., vocabulary or structures with similar characteristics

ICT Skills and Processes	Cognitive Learning Strategy Examples
<ul style="list-style-type: none"> summarizing and synthesizing 	<ul style="list-style-type: none"> use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember
<ul style="list-style-type: none"> collaborating 	<ul style="list-style-type: none"> collaborate on language learning projects with students regardless of geographical distance
<ul style="list-style-type: none"> communicating information 	<ul style="list-style-type: none"> communicate information to others
<ul style="list-style-type: none"> connecting 	<ul style="list-style-type: none"> connect with students in target-language-speaking communities
<ul style="list-style-type: none"> building community 	<ul style="list-style-type: none"> build networks of students who have similar needs and interests

ICT Curriculum in Spanish Language Arts Classrooms

Spanish language arts students meet communication outcomes from the ICT curriculum as they access information in Spanish through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Spanish language arts students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way.

Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Spanish, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration. The activities in this Guide have been written so that those that incorporate ICT tools can easily be adjusted to meet the various realities of the Alberta classroom. Teachers are in the best position to judge which ICT tools will be most effective in their classrooms. Teachers should consider carefully the amount of time and effort required to achieve a stated outcome within an activity, and then focus on two to three tools per grade. Consistent practice will help students become comfortable with the tools.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT, and Internet-based technologies in particular, contribute to students' active participation in learning tasks and have great potential to enhance and extend the principles of good language instruction. Online journals, blogs, personal Web sites and shared content through digital devices are not just examples of how students can use technology for learning, they are also ways in which teachers can modify and adapt traditional language activities so as to harness the potential that Web 2.0 tools have to offer. The traditional exchanging of letters between pen pals has been updated to e-pals at <http://www.epals.com>. Students in Alberta can connect with Spanish-speaking students in Mexico and Latin America online at <http://yourwebapps.com/> and engage in real-time group discussions. For live, conversational language speaking opportunities, video conferencing and Skype are two tools students can use. Web 2.0 tools like blogs, wikis, podcasts, Skype and video conferencing provide students with opportunities to:

- connect with others outside the classroom and inside the Spanish-language-speaking area
- reach a wider audience through online publishing
- link with others who have similar needs and interests, thereby increasing their chances of engaging in meaningful conversation in Spanish and enriching the connection to the community of the Spanish language
- use scaffolding tools to enhance learning and to solve problems
- provide feedback, reflection and revision
- build global and local communities.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the Grade 4 language arts classroom.

Technology	Specific Outcomes (Grade 4)	Integration Suggestions for Using Technology in the Classroom
word processing	<p>4.1.2. use a variety of text forms for particular audiences and purposes</p> <p>4.1.3. develop and arrange ideas in own oral, print and visual texts, using organizers</p> <p>6.5.3. identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage</p>	<ul style="list-style-type: none"> Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning. Students can use the following Google Tools to create, collaborate and communicate: <p>Blogger https://www.blogger.com</p> <p>Using Blogger in the Classroom http://tinyurl.com/29qdtb</p> <p>Zoho Wiki http://tinyurl.com/2su83u</p> <p>PBWiki http://pbwiki.com/</p> <p>Google Docs http://tinyurl.com/2zktwe</p> <p>Google Docs in the Classroom http://tinyurl.com/3cc58n</p> <p>Google Sites http://sites.google.com/</p> <p>Google Page Creator in the Classroom http://tinyurl.com/2ul59s</p> <p>Online Word Processing http://tinyurl.com/yqzne4</p> <p>E-pals http://www.epals.com/</p> <ul style="list-style-type: none"> Students connect with an international pen pal.
spreadsheets	<p>3.3.1. organize information and ideas in logical sequences, using a variety of strategies</p> <p>4.4.1. present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation</p>	<ul style="list-style-type: none"> Students ask one another about their food preferences and create a spreadsheet to display the information. <p>Google Docs and Spreadsheets http://tinyurl.com/2zktwe</p> <p>Google Spreadsheets in the Classroom http://tinyurl.com/3cc58n</p>

Technology	Specific Outcomes (Grade 4)	Integration Suggestions for Using Technology in the Classroom
draw/paint/ graphic applications	<p>4.4.1 present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation</p> <p>6.5.3 identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage</p>	<ul style="list-style-type: none"> Students create collages and other artwork, using electronic graphics and text. Students use Web-based mind mapping tools to brainstorm ideas using Spanish. <p>Gliffy http://www.gliffy.com/</p> <p>Mindmeister http://www.mindmeister.com/</p> <p>Mindomo http://mindomo.com/</p>
Internet	<p>6.4.1 identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task</p> <p>7.3.2 explore diversity in the immediate and local community, and reflect on its significance to self</p>	<ul style="list-style-type: none"> Students search the Internet for information on Spanish culture worldwide, then share the information in group presentations.
e-mail	<p>4.4.1 present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation</p>	<ul style="list-style-type: none"> Students exchange e-mails with students from another Spanish language arts class in Canada. E-mail offers many opportunities for social interaction using the Spanish language. <p>Gmail http://tinyurl.com/yqeos4</p> <p>E-pals http://www.epals.com/</p> <ul style="list-style-type: none"> Students collaborate and communicate with their peers in other countries.

Technology	Specific Outcomes (Grade 4)	Integration Suggestions for Using Technology in the Classroom
multimedia applications	2.3.3 build knowledge of word patterns and relationships 2.3.4 recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour	<ul style="list-style-type: none"> Students use a CD-ROM Spanish/English dictionary to look up words. In addition to Windows Moviemaker and Mac's iMovie, students use a Web application to create videos using their own images. Animato http://animato.com/ PhotoStory Tutorials and Tips http://tinyurl.com/2xneae Students create their own videos to practise the future tense. http://tinyurl.com/2x4kne
clip art/ media clips	2.3.1 distinguish similarities and differences between various oral, print, visual and multimedia forms and texts	<ul style="list-style-type: none"> Students examine a variety of Spanish media clips. Students access online videos from YouTube. Google video and TeacherTube and use them to teach Spanish and to extend their understanding of the language. http://www.youtube.com/ http://www.video.google.com/ http://www.teachertube.com/ Students can use BubblePly to add Spanish annotations to the video. http://www.techcrunch.com

These technological devices and tools can be used to enhance existing lesson plans and as a basis for lesson plans. Ideally, many activities that incorporate ICT tools should be long term; i.e., half a year/year-long projects that different students can add to over time. Such projects allow for more passive students to practise, gain self-confidence and participate meaningfully. Again, it is the teacher who will decide how to best use ICT tools in lesson planning. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9

Class: 5-G

Outcomes

4.4 Present and Share, share ideas and information

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience

6.2 Language Competence, speaking

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation

6.5 Language Use Strategies, productive

- identify and use a variety of productive strategies

Possible Student Learning Strategies:

Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photograph of each student in the class. Give students a template to complete with personal information; e.g.,

Nombre (Name): _____

Mi cumpleaños es el (My birthday): _____

Mis amigos son (My friends are): _____

Los miembros de mi familia son (The people in my family are): _____

Yo vivo en (I live in): _____
city/town

Students import the photograph to a Word document and type the information in the template. Documents are printed and displayed or bound in a book for students to read.

Differentiation of Instruction

☒ yes ☐ not necessary

adapt the template to meet the needs of students with special education needs

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper
templates

Web Links

LearnAlberta.ca

LearnAlberta.ca provides digital resources to support the Kindergarten to Grade 12 curriculum in Alberta. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Teachers in Alberta who hold an active and valid professional certificate can create a personal teacher account by selecting the “Sign Up” link in the top right-hand corner of the homepage. To complete the sign-up process, teachers will require a jurisdictional username and password for LearnAlberta, a professional certificate number and access to an e-mail account.

¡Hola amigos! is a multimedia Spanish language learning resource developed through a collaborative agreement between the Cervantes Institute of Spain and Alberta Education. This support resource is based on Alberta’s Spanish language and culture program of studies. Each grade level has 18 scenarios, each introduced by an animated story line and followed by up to 20 engaging, interactive multimedia learning activities. The final versions of the scenarios are posted at <http://www.LearnAlberta.ca/content/ilha/index.html>.



Other Web Sites

The following Internet site listing is provided as an added source of information to users on an “as is” basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or for the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites’ content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- <http://www.hotpot.uvic.ca>
- <http://www.paperella.net>
- <http://www.skype.com>
- <http://www.quizstar.com>
- <http://www.abcteach.com>
- <http://www.puzzlemaker.com>
- <http://teach-nology.com>
- <http://rubistar.4teachers.org>
- <http://www.teachervision.com>
- <http://www.teachnet.com>
- <http://www.brainpop.com>
- <http://www.vcalberta.ca>



Chapter 5

Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, these students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

Individualized Program Plans (IPPs)

→ For more information ...

Alberta Education.
Individualized Program Planning (IPP): ECS to Grade 12.
Edmonton, AB:
Alberta Education,
2006.

Alberta Learning.
Teaching Students with Autism Spectrum Disorders.
Edmonton, AB:
Alberta Learning,
2003.

Alberta Learning.
Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.
Edmonton, AB:
Alberta Learning,
2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions.

A student's IPP can provide helpful information for planning and adapting instruction in the language arts classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities.

Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in grades 4 to 6.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

Differentiated Instruction

→ For more
information ...

Appendix C
Examples of
General
Accommodations,
Examples of
Instructional
Accommodations

Individual students with special education needs may require specific accommodations in the language arts classroom, but teachers can support the learning of all students by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term “differentiation” embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students’ individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students’ current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general and specific outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

1. Parallel instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom.

2. Overlapping instruction

In overlapping instruction, some or all of a student’s outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student’s IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Spanish vocabulary to do the same task.

3. Additional instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

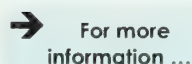
Differentiating Products



Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

Program Planning for Differentiation



Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the Spanish language arts classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, wherever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
<ul style="list-style-type: none"> • oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews 	<ul style="list-style-type: none"> • research papers • poems • essays • stories • diaries • plays • cookbooks 	<ul style="list-style-type: none"> • diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions 	<ul style="list-style-type: none"> • simulation • role-play • drama • pantomime • puppet show • radio commercials 	<ul style="list-style-type: none"> • puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

→ For more information ...

Chapter 8

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

→ For more information ...

Chapter 4
Cooperative
Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

Social Skills

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

Accountability

Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

Variety

Use a variety of different groupings and activities. See Chapter 4 “Cooperative Learning Activities” for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time and follow up with printed instructions that include visual cues.

2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: “Read the first paragraph.” After it has been read, instruct: “Now answer question one.”
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange nondistracting ways for students to move while involved in desk work. For example, replace a student’s chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g., “Show me ‘listening.’ Eyes on speaker. Pencils down. Hands on desk.”
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing to be successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
 - asking politely for help
 - focusing on work
 - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a “no pencils in sight” rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: “Do the first five and then raise your hand and we’ll check them together to make sure you are on the right track.”
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photograph and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in daily calendars or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a sheet of paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Spanish words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Spanish words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Spanish in the fourth column. A completed practice page might look like this:

mother	<i>la madre</i> ✓	mother	<i>la madre</i> ✓
father	<i>el padre</i> ✓	father	<i>el padre</i> ✓
brother	<i>el niño</i> ✗	brother	<i>el hermano</i> ✓
	<i>el hermano</i>		

Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

All students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *¿Puedes repetirlo, por favor?* (Could you repeat that, please?)
- *No entiendo.* (I don't understand.)
- *¿Perdón?* (Pardon?)
- *¿Qué significa _____?* (What does _____ mean?)
- *Repítelo otra vez, por favor.* (Could you say that again, please?)

2. Present information in a “listener-friendly” way; for example:

→ For more information ...

Appendix C
How “Listener-friendly” Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and nonexamples of concepts
- frequently check for understanding

- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

- looking at the speaker
- keeping quiet
- keeping their hands and feet to themselves
- keeping their bodies still
- thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

→ For more information ...

Alberta Learning.
*Unlocking Potential:
Key Components of
Programming for
Students with
Learning Disabilities.*
Edmonton, AB:
Alberta Learning,
2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking “Does this make sense to me?”
- Have students use strategies for dealing with unfamiliar vocabulary, such as the “Read Around” strategy:
 1. Skip the word and read to the end of the sentence.
 2. Go back and read the whole sentence again.
 3. Look at the beginning of the word for letter–sound clues.
 4. Think: “What word would fit here?”
 5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
 6. Look at the picture for a clue, if there is one.
 7. Ask someone.

Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to use the strategy spontaneously and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their abilities to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language arts classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out small successes.

4. Help students increase their successes.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Spanish words every week.
- Teach students learning and communication strategies as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interest in and experience with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences.



Chapter 6

Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

Common Intellectual Characteristics of Gifted Students

Trait or Aptitude

Behavioural Examples

Advanced Intellectual Achievement

- Takes great pleasure in intellectual activity.
- Has high aspirations.
- Easily grasps new ideas and concepts and understands them more deeply than same-aged peers.
- Easily memorizes facts, lists, dates and names.
- Enjoys playing challenging games and making elaborate plans.
- Appears bored or impatient with activities or people.

Motivation and Interest

- Requires little external motivation to follow through on work that initially excites.
- Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.
- Develops interests independently.
- Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another.
- Asks a lot of questions—one after another.
- Asks tough questions about abstract ideas like love, relationships and the universe.
- Has a great deal of energy and may need constant stimulation.

Verbal Proficiency

- Talks early and pronounces words correctly from the start.
- Develops a large and advanced vocabulary, and uses complex sentence structures.
- Makes up elaborate stories.
- Enjoys memorizing and reciting poems and rhymes.
- Teaches himself or herself to read.
- Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.

Problem-solving Ability

- Thinks logically, given appropriate data.
- Uses effective, often inventive, strategies for recognizing and solving problems.
- Devises or adopts a systematic strategy to solve problems and changes the strategy if it is not working.
- Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm.
- Extends prior knowledge to solve problems in new situations or applications.
- Creates new designs and inventions.
- Shows rapid insight into cause-and-effect relationships.

Trait or Aptitude**Behavioural Examples****Logical Thinking**

- Enjoys counting, weighing, measuring and categorizing objects.
- Loves maps, globes, charts, calendars and clocks.
- Prefers his or her environment to be organized and orderly.
- Gives (or demands) logical, reasonable explanations for events and occurrences.
- Comes up with powerful, persuasive arguments for almost anything.
- Complains loudly if he or she perceives something as unfair or illogical.

Creativity

- Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways.
- Uses materials in new and unusual ways.
- Has lots of ideas to share.
- Creates complicated play and games, or adds new details and twists to stories, songs, movies and games.
- Responds to questions with a list of possible answers.
- Escapes into fantasy and appears to have trouble separating what's real from what's not.
- Goes off in own direction rather than following instructions.
- Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.
- Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

Common Affective Characteristics of Gifted Students

Trait or Aptitude

Behavioural Examples

Heightened Sensitivity

- Experiences emotions strongly and may be emotionally reactive.
- Reacts strongly and personally to injustice, criticism, rejection or pain.
- Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions.
- Is easily excited or moved to tears.
- Appreciates aesthetics and is able to interpret complex works of art.
- Shares feelings and ideas through one or more of the arts.
- Is extremely observant and able to read nonverbal cues.
- Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices).
- May become fearful, anxious, sad and even depressed.
- Responds emotionally to photographs, art and music.

Heightened Intensity

- Is energetic and enthusiastic.
- Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result.
- Has strong attachments and commitments.
- Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal.
- Collects things.
- Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest.
- Appears restless in mind and body.
- Gets easily frustrated and may act out.

Perfectionism

- Sets high (often unrealistic) expectations of self and others.
- Is persistent, perseverant and enthusiastically devoted to work.
- Gives up if own standards are not met or if a mistake is made.
- Is self-evaluative and self-judging.
- Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance.
- Becomes extremely defensive of criticism.

Introversion

- Has deep feelings and a complex inner life.
- Is reflective and introspective.
- Focuses on inner growth through searching, questioning and exercising self-corrective judgement.
- Is knowledgeable about own emotions.
- Withdraws into self rather than acting aggressively toward others.

Trait or Aptitude

Behavioural Examples

Moral Sensitivity and Integrity

- Is concerned about ethical issues at an early age.
- Has strong moral convictions.
- Is capable of advanced moral reasoning and judgement.
- Places a strong value on consistency between values and actions in self and others.
- Is extremely aware of the world.
- Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large).
- Assumes responsibility for others and self.

Sense of Humour

- Makes up riddles and jokes with double meanings.
- Makes up puns and enjoys all kinds of wordplay.
- Plays the class clown.
- Can be disruptive or get frustrated when others don't "get it."
- Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

→ For more information ...

Alberta Learning.
*Teaching Students
Who Are Gifted
and Talented*.
Edmonton, AB:
Alberta Learning,
2000, p. 128.

For some children who are gifted, a combination of the characteristics mentioned on the previous page may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

Characteristic	Learning Need
<ul style="list-style-type: none">• unusual retentiveness• advanced comprehension• varied interests• high level of verbal skills• accelerated pace of thinking• flexibility of thought processes• goal-directed behaviours• independence in learning• analytical thinking• self-motivation• emotional sensitivity• interest in adult issues• holistic thinking• avid reader	<ul style="list-style-type: none">• exposure to quantities of information• access to challenging learning activities• exposure to a wide range of topics• opportunities for in-depth reflection and discussion• individually paced learning• challenging and diverse problem-solving tasks• longer time spans for tasks• more independent learning tasks• opportunities for higher-level thinking• active involvement in learning• opportunities to explore and reflect on affective learning• exposure to real-world issues• integrated approach to learning• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted).

The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities.

How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of instruction.

Grade/Curriculum Focus	Whole-group Activity	Suggestion for Differentiation
Grade 4 <ul style="list-style-type: none">• develop reading skills in Spanish	<ul style="list-style-type: none">• Class reads a grade-level story and discusses.	<ul style="list-style-type: none">• Students read a story written above grade level and develop a graphic organizer to illustrate understanding.
Grade 5 <ul style="list-style-type: none">• explain personal viewpoints; e.g., favourite television show or time of year	<ul style="list-style-type: none">• Working in small groups, students share their impressions of a recently viewed television show by preparing a survey and administering it to their classmates. They tally the results and write a short report on the various viewpoints of their fellow students.	<ul style="list-style-type: none">• Students choose a controversial topic and in Spanish present supporting arguments to explain their viewpoint. They should be prepared to defend their opinion when challenged by their classmates.
Grade 6 <ul style="list-style-type: none">• explore the use of language for imagination, humour and fun	<ul style="list-style-type: none">• Students play a variety of traditional sports or games in Spanish.	<ul style="list-style-type: none">• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Spanish.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge students' thinking abilities and push them to engage more deeply in the content area.

➔ **For a blank
template ...**

Appendix C
Alternative
Learning Activities
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

<p>DEMONSTRATE</p> <p>In Spanish, demonstrate the preparation of a nutritious snack for the class and then share the results!</p>	<p>PLAN</p> <p>Plan a menu for a class party.</p> <p>Write a grocery list in Spanish for your party supplies.</p>	<p>INTERVIEW</p> <p>In Spanish, interview other students about their snacking habits. How do they try to make healthy choices?</p>
<p>RESEARCH</p> <p>Research traditional foods enjoyed in Spanish-speaking countries during major holidays.</p>	<p>YOUR IDEA</p>	<p>SURVEY</p> <p>In Spanish, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.</p>
<p>DISPLAY</p> <p>Design a display board that illustrates favourite foods of the class and that includes the Spanish words and phrases for each food.</p>	<p>CREATE</p> <p>Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Spanish. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Spanish.</p>	<p>EVALUATE</p> <p>In Spanish, create a rubric to evaluate your performance in one of the other activities on this menu.</p>

Independent Study

Many students who are gifted enjoy and benefit from opportunities to investigate course topics individually. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a topic, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

→ For more information ...

Appendix C
Sample
Independent Study
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

Sample Independent Study Agreement

Name: _____

Grade: _____

Date: _____

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to complete each of the activities. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature _____

Teacher's Signature _____

Date _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freesspirit.com. All rights reserved.

Advanced Thinking Processes



For more
information ...

Chapter 1
Sample Activities
Organized in the
Bloom's Taxonomy
Model

Bloom's original Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels, people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher ↓	1.	Category Knowledge Illustrative Examples <ul style="list-style-type: none"> Recite the names of family members (e.g., mother, grandfather, sister) in Spanish. Draw a family tree and label the relationships between family members in Spanish. Caution Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.	Definition Ability to remember previously learned facts and ideas.	Activities tell • recite • list • memorize • remember • define • locate	Sample Products workbook pages • quiz or test • skill work • vocabulary • facts in isolation
	2.	Category Comprehension Illustrative Examples <ul style="list-style-type: none"> Explain how to play a game in Spanish. Demonstrate how something works in Spanish. 	Definition Understand concepts and information.	Activities restate in own words • give examples • explain • summarize • translate • show symbols • edit	Sample Products drawing • diagram • response to question • revision • translation
	3.	Category Application Illustrative Examples <ul style="list-style-type: none"> Interview a school volunteer who speaks Spanish. Listen to a partner describe an object in Spanish and draw what your partner describes. Write journal entries from the point of view of a new Spanish-speaking person arriving in your city or town. 	Definition Transfer knowledge learned from one situation to another.	Activities demonstrate • use guides, maps, charts, etc. • build • cook	Sample Products recipe • model • artwork • demonstration • craft

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Taxonomy of Thinking (continued)

4.	Category	Definition	Activities	Sample Products
	Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in Spanish. Black out key phrases and trade with partners to fill in missing sections.
- Choose an important vocabulary word in Spanish and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Spanish languages.

5.	Category	Definition	Activities	Sample Products
	Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

Illustrative Examples

- Listen to two short stories in Spanish and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Spanish language magazine.

6.	Category	Definition	Activities	Sample Products
	Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Spanish.
- View a travel film for a Spanish-speaking country and plan the activities for a seven-day vacation with your family.

lower to
higher

Mentorships

→ For more information ...

Alberta Learning.
*Teaching Students
Who Are Gifted
and Talented.*
Edmonton, AB:
Alberta Learning,
2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. Mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

Providing Additional Opportunities

➔ For more
information ...

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Spanish to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media sources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.



Chapter 7

English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may also be learning to speak English as a second language.

Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples

- may speak English, French, an FNMI language or a combination of languages in their homes and communities
- can differ greatly from community to community
- have skill in their first language, which influences further language learning, that ranges from fluent to minimal
- may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking

Francophone people

- come from within the province and from other areas of Canada
- may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school

Hutterites, Mennonites or people of other religious groups

- attend school within their communities and learn English to access the outcomes of the program of studies
- have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials

Canadian-born children of immigrants

- have parents who may not speak English, limiting family support in schooling
- in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants

- make up a large group of ESL students in Alberta schools
- may arrive at any time in the school year, and could be at any grade level
- usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language

Refugees

- have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation
- may not have wanted to leave their home countries
- may be worried about family members who have been left behind
- may have received little or no formal schooling and have complex needs that go beyond learning English as a second language
- may qualify for additional assistance from the federal government on arrival
- may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the language and culture in which they are immersed.

Cultural Considerations

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, languages can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side by side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

The ESL student can be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the child's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the difference between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL learners will benefit from being included in the Spanish language arts program. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Spanish language arts programs.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...," "now it's time for ...".
7. **Give clear instructions.**
Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, wherever possible, to present key ideas.**
Concrete objects, charts, maps, pictures, photographs, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. © 1999 Province of British Columbia. All rights reserved.

13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**

When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole-group Activity	Suggestions for Differentiation
Grade 4	Develop reading skills in Spanish.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
Grade 5	Explain personal viewpoints; e.g., favourite television show or time of year.	Working in small groups, students share their impressions of a recently viewed television show by preparing a survey and administering it to their classmates. They tally the results and write a short report on the various viewpoints of their fellow students.	ESL learner will contribute some of the words for the survey. With the help of the group, he or she may create a chart and graphics to indicate where the majority of the class has similar viewpoints and where there are differences.
Grade 6	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Spanish.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technology are effective instructional strategies for ESL students.

Cooperative Learning



Chapter 4

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL learners carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL learners to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology



Chapter 4

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions

- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL learners than interacting in person.

The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

→ For more information ...

Chapter 8

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learning outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.



Chapter 8

Classroom Assessment

Chapter Summary

Introduction

Assessment

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Assessment for Learning (Formative), Assessment of Learning (Summative) and Diagnostic Assessment

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Student-directed Assessment

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Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for the learning activities that will be used to build understandings and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching–learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for future improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

Assessment for Learning (Formative), Assessment of Learning (Summative) and Diagnostic Assessment

Assessment is generally divided into three categories: assessment for learning (formative assessment), assessment of learning (summative assessment) and diagnostic assessment. For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

→ For blackline masters ...

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performances. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing Spanish spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Spanish pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Spanish. The collages are then presented orally in Spanish. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Spanish vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001.
Used with permission from Ruth Sutton Ltd.

Diagnostic Assessment

Diagnostic assessment may occur at the beginning of a term, unit of study or whenever information about the prior learning of a student is relevant. Various types of diagnostic assessments (e.g., tests, performance-based assessments) may be used to collect information. Teachers may use diagnostic assessment to:

- find out what students know and can do
- identify student strengths and plan instruction that builds on and extends those strengths
- target difficulties, identify the precise nature of them and plan instruction to meet those difficulties
- make informed decisions regarding where to focus instructional time and effort.

Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to guide student review most effectively.
- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to help students review most effectively. Following a test, teachers ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.
- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to the teachers to determine the purpose and use of the results of assessment strategies.

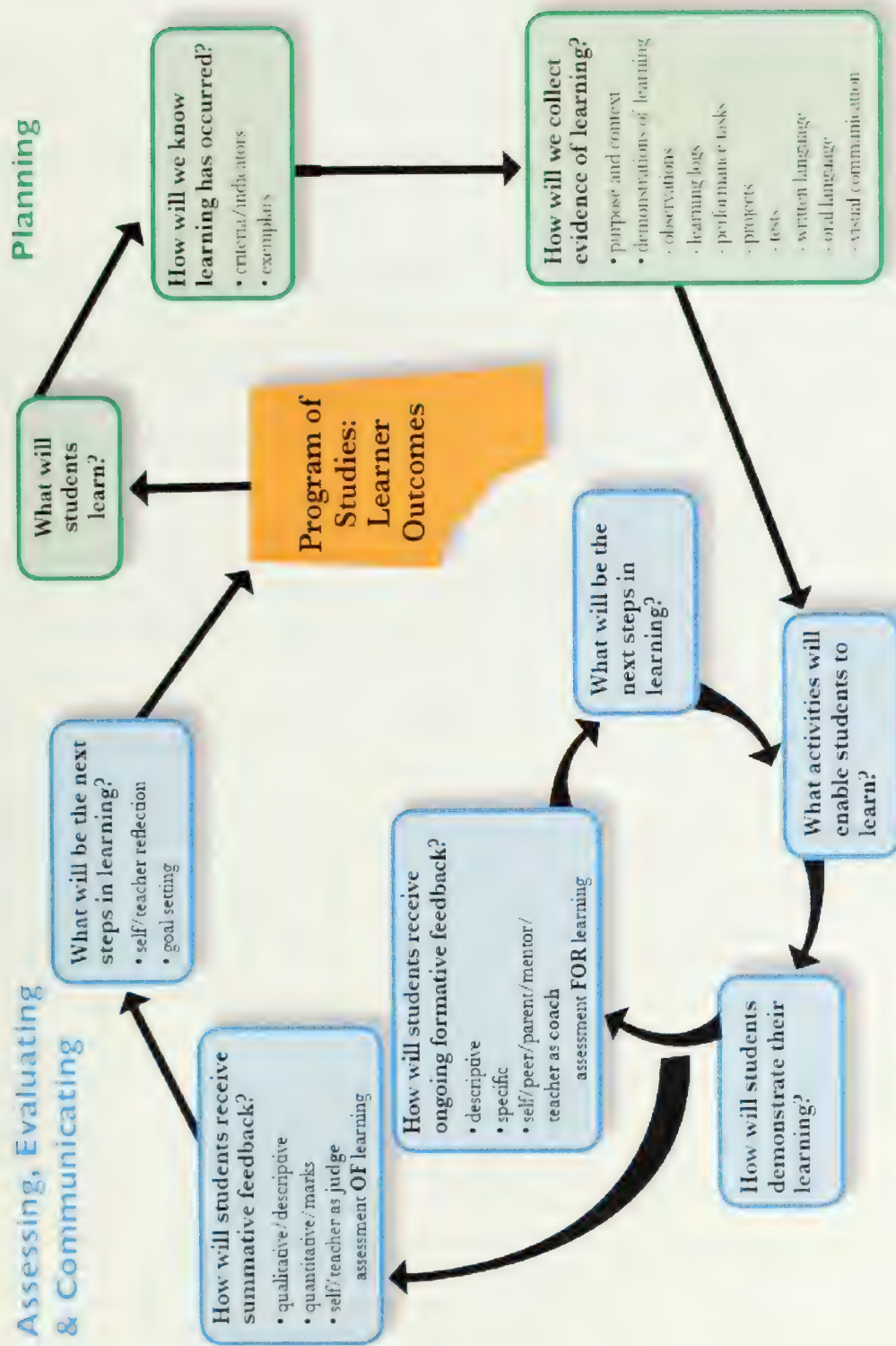
Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, “Assessing Student Learning in the Classroom,” outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment aligns with outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a “big idea” or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessed activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. “Accommodations to ... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities Such accommodations or adaptations should be made to ensure the most accurate understanding of a student’s performance ...” (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

→ For more information ...

Chapter 8
Assessment
Accommodations
for Students with
Special Education
Needs

Appendix C
Examples of
Assessment
Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

Assessment Accommodations for Students with Special Education Needs

→ For more information ...

Chapter 5

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
<ul style="list-style-type: none"> • Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work. 	<ul style="list-style-type: none"> • Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	Accommodation in Pace (Timing)
<ul style="list-style-type: none"> • Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met. 	<ul style="list-style-type: none"> • Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about the student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

Reading Conferences



Chapter 3

Reading conferences are usually one-on-one meetings between the teacher and the student. They involve diagnostic evaluation of reading skills, questioning and responding. The tone of reading conferences should be relaxed and friendly, with a limited number of topics to be discussed. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.

Reading conferences can be used to:

- provide the teacher with information about student progress
- set new learning goals
- allow students to address difficulties or problems with the teacher
- discuss reading strengths and areas for improvement
- learn about students' reading abilities and the skills and strategies they employ during the reading process
- provide an opportunity for individualized teaching and guiding students to more challenging reading materials.

Procedure

Conferences are more productive if both the teacher and the student are prepared. Some possible preparatory activities for students include:

- practising a piece to be read aloud to the teacher
- updating or reviewing a reading log or response journal and choosing segments to share with the teacher
- selecting a passage causing difficulty and preparing to discuss problems and problem solving used
- preparing a list of difficult words to be discussed
- selecting and preparing for discussion of a reading the student found interesting, exciting or humorous
- preparing to discuss how a selection relates to another text or personal experience
- preparing a self-assessment and personal reflection list; e.g., things I am doing well as a reader, things I plan to work on as a reader.

Depending on the type of preparation for the conference, gather assessment data and provide feedback information to the student by:

- completing a running record of oral reading
- using a checklist or rubric to evaluate the student's response journal or reading log
- completing a specific strategy checklist
- completing a retelling assessment
- noting vocabulary development and strategy use
- noting connections the student is making to other texts, prior knowledge and experience in the world
- observing the student's level of ownership of the reading process through discussion of the student's self-assessment and goals
- observing the range of text forms, genres and topics the student is reading
- using interview questions related to specific aspects of reading, such as comprehension, style and decoding text for meaning, as well as the student's self-perceptions as a reader.

Oral Reading Miscue Analysis

Oral reading miscue analysis describes procedures used with oral reading to determine how the reader is processing print. Oral reading provides a means for examining the reader's use of three cueing systems—graphophonic, syntactic and semantic. It is based on the premise that not all errors or miscues are equal and that careful analysis of miscues can yield important information about which cues and strategies the reader is using or failing to use effectively. Analysis is focused on the types of substitutions that the reader makes during oral reading.

The purpose of miscue analysis is to provide systematic analysis of the types of miscues the reader is making to determine which strategies need to be emphasized in word identification and comprehension instruction.

Running Records of Text Reading

Keeping a running record of text reading is a technique for systematically observing students as they read classroom texts. It is important to receive training in the administration and interpretation of running records of text reading. Running records provide documentation of students' actual reading of a text that the teacher can analyze and use to make instructional decisions. This is a very useful tool because it can be done almost anywhere and takes only a few minutes to complete. The analysis of records of oral reading behaviours provides the teacher with information about the strategies that the student is using, or not using, when reading text—information that is helpful when planning programs.

Running records of text reading can be recorded on a blank sheet of paper; no special form is required. The student or the teacher may select the book to read. The teacher sits beside the student as he or she reads the text, records notes on the oral reading behaviours of the student, then analyzes these records when time is available.

Think-alouds

Think-alouds are reading tasks in which students are asked to verbalize their thoughts while reading. Think-alouds are an effective instructional strategy, can provide insight into how readers process text and serve as a very effective assessment strategy for comprehension.

→ **For blackline masters ...**

Appendix E
Self-assessment
Checklist,
Self-assessment
Rating Scale,
Self-assessment
Checklist and Goal
Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

Response journals, learning logs, end-of-the-class drawings and partner talk are other ways for students to reflect on their learning in the classroom.

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because ...
- This piece showcases my _____ because ...
- If I could show this piece to anyone—living or dead—I would show it to _____ because ...
- People who knew me last year would never believe I created this piece because ...
- This piece was my greatest challenge because ...
- My (parents, friend, teacher) liked this piece because ...
- One thing I learned about myself is ...¹

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

→ For blackline masters ...

Appendix E
Self-assessment
Checklist and Goal
Setting, Long-term
Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will"

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

→ For sample
blackline
masters ...

Appendix D
Goal Setting
Organizer
1, 2, 3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- identify areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as “Got it, Getting it, Don’t get it yet.” Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one’s own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

➔ For blackline master ...

Appendix E
Peer-assessment
Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students opportunity to share with one another their insights about learning Spanish.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

→ For blackline masters ...

Appendix E
Observation
Checklist:
Checklist and
Comments 1 and 2;
Rating Scale 1, 2
and 3; Rubric:
Rubric and
Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

→ For more information ...

<http://www.aac.ab.ca>
<http://www.rubistar4teachers.org>
<http://teach-nology.com>

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

→ For blackline master ...

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language arts curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but ..."
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ..." The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning increases when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them. For example, a Grade 5 class might describe levels of quality with phrases such as:

- Super!
- Going beyond.
- Meets the mark.
- Needs more work.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the “next steps” in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print.

Anecdotal Notes

→ For blackline masters ...

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student’s request. They can also be shared with students and parents at parent–teacher–student conferences.

The purpose of anecdotal notes is to:

- provide information regarding a student’s development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
OR
2. Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
3. Keep notes brief and focused (usually no more than a few sentences or phrases).
4. Note the context and any comments or questions for follow-up.
5. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
6. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
7. Record comments regularly, if possible.
8. Record at different times and during different activities to develop a balanced profile of student learning.
9. Review the notes frequently to ensure that they are being made on each student regularly and summarize information related to trends in students' learning.

Observation Checklist

➔ For blackline
master ...

Appendix E
Observation
Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ For more
information ...

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question-and-answer assessment include the following:

- Apply a wait time or "no-hands-up rule" to provide students with time to think after a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time and, therefore, do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

Performance assessment tasks can be organized into two categories: products (such as dioramas, slide shows, journals, video recordings) and performances (such as dramatic readings, puppetry, debates).

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in the classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at <http://www.aac.ab.ca> for further guidance in developing and using performance assessments.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at <http://www.aac.ab.ca> to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.



Chapter 9

Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Grade Level Samples

Introduction

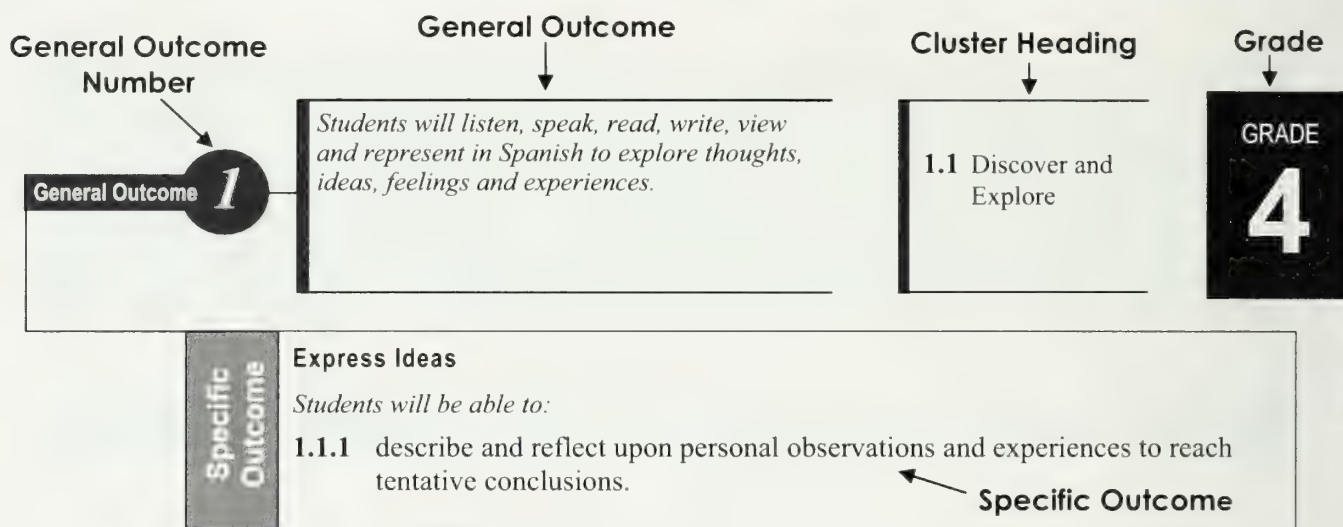
The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all seven general outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Grade Level Samples



Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a movie to the students that contains characters to whom the students can relate. Before the movie ends, pause and ask students what they think the characters should do. Encourage the students to provide reasons based on their own personal observations and experiences to reach tentative conclusions. The class resumes viewing and then has a brief discussion of the movie and its ending.

Suggestions for assessment appear under the heading **Sample Assessment Strategy**.

SAMPLE **ASSESSMENT** STRATEGY

Focus for Assessment

Do the students:

- describe and reflect upon personal observations and experiences to reach tentative conclusions?

Anecdotal Notes

Observe students as they relate to the characters in the film and draw tentative conclusions on the characters' actions. Note and record how well they are able to describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Anecdotal Notes.)

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Express Ideas

Students will be able to:

- 1.1.1** describe and reflect upon personal observations and experiences to reach tentative conclusions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a movie to the students that contains characters to whom the students can relate. Before the movie ends, pause and ask students what they think the characters should do. Encourage the students to provide reasons based on their own personal observations and experiences to reach tentative conclusions. The class resumes viewing and then has a brief discussion of the movie and its ending.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- describe and reflect upon personal observations and experiences to reach tentative conclusions?

Anecdotal Notes

Observe students as they relate to the characters in the film and draw tentative conclusions on the characters' actions. Note and record how well they are able to describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Consider Others' Ideas

Students will be able to:

1.1.2 explore connections among a variety of thoughts, ideas and responses.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a discussion topic on which the students will likely have an opinion; e.g., should students wear uniforms to school? Have the students discuss the question in small groups for five minutes and then reconvene to present their positions. Compile a list of key ideas from the students' responses on the board or chart paper and encourage the students to find common themes and ideas among the responses. Encourage the students to look for "big picture" rationales behind the responses.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore connections among a variety of thoughts, ideas and responses?

Anecdotal Notes

Observe students as they discuss their positions on an issue. Note and record how well they are able to explore connections among a variety of thoughts, ideas and responses (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students examine movie posters as forms of expression, then create their own based on a real story or film viewed in class. Have the class brainstorm the features of movie posters and the purposes behind them. Share the assessment criteria with the class in advance. Students may assess their own, or a classmate's product in draft stage, using these criteria.

Revisit this activity throughout the school year and vary the form of expression.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and experiment with a variety of forms of expression for particular personal purposes?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they create their own movie posters. Students use the rating scale to assess how well they are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Express Preferences

Students will be able to:

- 1.1.4** identify and explain preferences for particular forms of oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Read a familiar story, for example, a fairy tale. Then share a movie, poem, song and comic of the same story and have the students express which form they prefer and why; e.g., *Prefiero ... porque ... (escribe 3 razones)*.

Nombre (Name): _____		Fecha (Date): _____	
<i>Título (Title)</i>	<i>Forma (Form)</i>	<i>Compañero/a (Classmate)</i>	<i>Lo que piensa mi compañero (What my classmate thinks)</i>

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify and explain preferences for particular forms of oral, print, visual and multimedia texts?

Anecdotal Notes

Observe students as they share which texts they enjoyed the most. Note and record how well they are able to identify and explain preferences for particular forms of oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Set Goals

Students will be able to:

1.1.5 identify areas of personal accomplishment in language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the end of an assignment or unit, ask the students to reflect on what was learned and accomplished and highlight what they have achieved in their learning of the Spanish language. Model appropriate language and display sample phrases in a visible area for students' reference; e.g.,

Lo que hice bien (What I did well)

- *usé suficientes detalles* (used sufficient details)
- *hablé con confianza* (spoke with confidence).

Have the students share their lists of accomplishments with classmates.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify areas of personal accomplishment in language learning and use?
- set attainable language learning goals independently?
- set attainable language learning goals with guidance?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they list their language learning accomplishments. Students use the checklist to determine if they are able to identify areas of personal accomplishment in language learning and use (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Develop Understanding

Students will be able to:

- 1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students refer to a KWL (SQA) chart they started at the beginning of their inquiry. After the students learn about the topic from a variety of sources, have them connect what they learned to what they knew at the beginning of the inquiry. Invite them to record their reflections in their learning logs.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- connect new information and experiences with prior knowledge to construct meaning in different contexts?
- construct meaning in new contexts based on prior knowledge?
- use prior knowledge and experiences selectively to make sense of new information?

Observation Checklist

Create an outcome-based checklist and share it with the students before they complete a KWL (SQA) chart. Use the checklist to assess if students are able to connect new information and experiences with prior knowledge to construct meaning in different contexts (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Explain Opinions

Students will be able to:

1.2.2 express new concepts and understanding in own words.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a question for students to reflect on related to an upcoming presentation or discussion. Have the students view the presentation, then pair up for a Think–Pair–Share based on the reflection question. Have them record their ideas individually, then share their thoughts with their partners. Have them add others' ideas to their own, rephrase their new ideas and then present them to the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- express new concepts and understanding in his or her own words?
- clearly express new concepts using appropriate vocabulary?
- provide clear explanations of new understanding?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they participate in a Think–Pair–Share activity after viewing a presentation. Students use the checklist to determine if they are able to express new concepts and understanding in own words (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Combine Ideas

Students will be able to:

1.2.3 organize ideas and information in ways that clarify and shape understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model how a story map can be used to organize information from a story. Have the class do one together based on a book read in class. Then have the students independently complete story maps based on stories of their choice. Story maps may include headings such as *personajes*, *problema/conflicto*, *solución*, *guión*, *idea principal*, *otros detalles* (characters, problem/conflict, solution, scenario, main idea, other details).

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- organize ideas and information in ways that clarify and shape understanding?

Rating Scale

Create an outcome-based rating scale and share it with the students before they gather and organize information in story maps. Use the rating scale to assess how well students are able to organize ideas and information in ways that clarify and shape understanding (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Extend Understanding

Students will be able to:

1.2.4 ask basic questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

A few days prior to having a guest speaker, work with the students to generate various questions to ask. Have small groups brainstorm questions, then come together as a class to create a master list of questions for the students to ask. Invite the students to practise asking each other the questions before the guest arrives.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- ask basic questions to clarify information and develop new understanding?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before guest speakers present to the class. Students use the checklist to determine if they are able to ask basic questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before reading a story, introduce the main character(s) along with the major characteristics. Ask students to reflect on the characteristics; e.g., on the ideas of selfishness, generosity, pride, caring. Indicate to students that as they listen to the text they are to think of how they are similar or different from the main character(s). Ask the students to share their responses orally and then record them in their learning logs.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they respond to a text. Use the checklist to assess if students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehension Strategies

Students will be able to:

- 2.1.2** confirm or reject inferences, predictions or conclusions based on textual information and check and confirm understanding by rereading.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students do a prediction activity before reading or listening to a text. Show the cover and read the first couple of pages, then have the students draw or describe what they think the story is about based on the information given. After listening to the rest of the story, invite the students to discuss and compare their predictions. Lastly, reread the text to students and have them check and confirm their understanding.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- confirm or reject predictions based on textual information?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they make predictions. Students use the checklist to confirm or reject inferences, predictions or conclusions based on textual information and check and confirm understanding by rereading (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Choose a challenging text with many illustrations, then have the students use different textual clues (e.g., titles, headings, illustrations) to decipher the text. Divide the students into small groups and assign them specific clues to look for and have the groups share their findings with the class (orally or written); e.g., *Las ilustraciones me ayudan o no me ayudan porque ...* (The illustrations help me/do not help me because ...). Discuss how these cues helped them construct meaning from the text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use textual cues to construct and confirm meaning?

Anecdotal Notes

Observe students as they use cues such as titles, headings and illustrations to construct meaning from texts. Note and record how well they are able to use textual cues to construct and confirm meaning (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

- 2.1.4** use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context.

Cueing Systems

Syntactic Cues: refer to word order and rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.

Graphophonic Cues: refer to the sound relationships between the symbols and sounds of a language that aid in constructing meaning and identifying unknown words.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model how to use cueing systems effectively and discuss the strategies students use to read unfamiliar words; e.g.,

Student 1: I reread when I don't understand.

Student 2: I look at the pictures.

Student 3: I break a word into parts.

Student 4: I sound words out.

Student 5: I skip the word, finish the sentence, then go back and try to figure it out.

Student 6: I think about where I've heard a word before and think of how it fits with the sentence.

Extension:

Before/during or after reading a Spanish text, have the students locate and highlight five to ten unfamiliar words. Ask the students to locate unfamiliar words in a dictionary or the glossary of a book, then write the definitions in their own words in personal dictionaries.

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use cueing systems to construct and confirm meaning?
- use a dictionary to determine word meaning in context?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they discuss how they use cueing systems and locate words in a dictionary or glossary. Students use the rating scale to assess how well they are able to use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video/DVD programs, adventure stories, folk tales, informational texts, mysteries, poetry and CD-ROM programs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in a home/school reading program and record their readings in a chart or reading log. Have the students check off the type of genre. Make sure that students choose texts from a variety of genres and choose genres appropriate to their abilities and grade level.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experience texts from a variety of genres and cultural traditions, with or without support?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the reading program. Students use the rating scale to assess how well they are able to experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video/DVD programs, adventure stories, folk tales, informational texts, mysteries, poetry and CD-ROM programs (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Connect Self, Texts and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

After watching a video, listening to a speaker or reading a factual story about an individual from a Spanish-speaking country, have the students outline the similarities and differences between their personal experiences and that of Spanish-speaking characters or speakers in a Venn Diagram.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify similarities between personal experiences and experiences of others from various cultures in texts?
- identify differences between personal experiences and experiences of others from various cultures in texts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they complete Venn diagrams comparing their experiences with those of others. Use the checklist to assess if students are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify mood evoked by oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Identify a piece of music that you feel evokes a particular mood. Play the music for students and ask them to reflect on how the music makes them feel. Survey the class and collect responses on the board. Lead a brief discussion on how music affects mood and how music is used in movies and television shows. Revisit this activity throughout the year and vary the text form.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify mood evoked by oral, print, visual and multimedia texts?

Observation Checklist

Create an outcome-based checklist and share it with the students before playing a piece of music that evokes and creates mood. Use the checklist to assess if students are able to identify mood evoked by oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Forms and Genres

Students will be able to:

- 2.3.1** distinguish similarities and differences between various oral, print, visual and multimedia forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide the students with examples of a variety of forms. Have the students work in small groups and sort them into categories according to form or genre. Discuss the distinguishing features of the forms examined and compare them in a class chart. Survey the students as to which features are the most/least effective or appealing.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- distinguish similarities and differences between various oral, print, visual and multimedia forms?

Rating Scale

Create an outcome-based rating scale and share it with the students before they sort a variety of sample forms into categories and discuss their features. Use the rating scale to assess how well students are able to distinguish similarities and differences between various oral, print, visual and multimedia forms and texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Techniques and Elements

Students will be able to:

- 2.3.2** explain connections between events and roles of main characters in oral, print, visual and multimedia texts and identify how texts may influence people.

SAMPLE TEACHING AND LEARNING ACTIVITY

After listening to a story, have the students complete a Beginning, Middle, End organizer, noting how characters behave at each point in the story and the main events that occurred. For example:

	<i>Eventos principales</i> (Main events)	<i>El personaje central</i> (Main character)
1. <i>Al empezar</i> (Beginning)	Students list the main events here or, alternatively, students may draw the events.	Students describe the characters and their actions. Drawings are also acceptable.
2. <i>En el medio</i> (Middle)		
3. <i>Al final</i> (End)		

Discuss how the events influenced the characters throughout the story. Lastly, discuss how the story may have influenced the students.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explain connections between events and roles of main characters in oral, print, visual and multimedia texts and identify how texts may influence people?

Rating Scale

Create an outcome-based rating scale and share it with the students before they identify the main events in a story and describe the characters and their actions. Use the rating scale to assess how well students are able to explain connections between events and roles of main characters in oral, print, visual and multimedia texts and identify how texts may influence people (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Vocabulary

Students will be able to:

2.3.3 build knowledge of word patterns and relationships.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in building word walls. Choose specific types of words, e.g., homonyms, antonyms, synonyms, to focus on for the week. Ask students to identify words they find interesting, confusing or important and explore how word patterns and relationships help to understand the word and use it effectively. Have the students come up with challenge activities for each other; e.g., which of these words is not like the other? or What words mean ...? Have the students record words in their personal dictionaries for future reference.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- build knowledge of word patterns and relationships?

Anecdotal Notes

Observe students as they participate in creating and maintaining Word Walls. Note and record how well they are able to build knowledge of word patterns and relationships (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experiment with Language

Students will be able to:

- 2.3.4 recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning and recognize that exaggeration can be used to convey humour.

SAMPLE TEACHING AND LEARNING ACTIVITY

Share a variety of riddles, jokes, tongue twisters and poems with students that incorporate wordplay, repetition and/or rhyme as a way to influence or convey meaning. For example, *¿Cuántas estrellas hay en cielo?* (How many stars are in the sky?) *Cincuenta*. (50). Illustrate how *cincuenta* rhymes with *sin cuenta* (without count or limitless). Work with students to come up with their own riddle or poem that uses word combinations to influence meaning. Revisit this activity throughout the year and explore different ways to experiment with language; e.g., exaggerate language to convey meaning.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning?
- recognize that exaggeration can be used to convey humour?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they share jokes or riddles with partners. Students use the checklist to determine if their peers are able to recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning and recognize that exaggeration can be used to convey humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

Create Original Texts*Students will be able to:*

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITY

Introduce cinquain poetry to the class and discuss or review descriptive language. Compose a poem as a class, then have the students choose a topic and write a poem following a pattern; e.g.,

topic
adj adj
action words
descriptive sentence
synonym for topic

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- create original texts to communicate and demonstrate understanding of forms and techniques?

Anecdotal Notes

Observe students as they participate in writing a class cinquain poem. Note and record how well they are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Use Personal Knowledge

Students will be able to:

3.1.1 categorize personal knowledge of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Guide the students as they use a KWL chart in Spanish to organize and categorize their personal knowledge and to determine information needs when starting a new unit.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- categorize personal knowledge of a topic to determine information needs?

Anecdotal Notes

Observe students as they organize what they know in a KWL chart. Note and record how well they are able to categorize personal knowledge of a topic to determine information needs (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Ask Questions

Students will be able to:

3.1.2 ask general and specific questions on topics, using predetermined categories.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in groups or individually to generate research questions for a report on a Spanish-speaking country of their choice. Possible categories of research include food, dance, holidays, schooling and clothing. Ensure that the categories chosen are reasonable and that the questions are both general and specific in nature.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- ask general and specific questions on topics, using predetermined categories?

Observation Checklist

Create an outcome-based checklist and share it with the students before they create research questions for a report. Use the checklist to assess if students are able to ask general and specific questions on topics, using predetermined categories (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief brainstorm with the students on possible categories of questions regarding a topic. Students then help to generate questions within the categories and the questions to create bingo cards with one question per square. Have the students circulate throughout the class asking classmates the questions and recording their personal knowledge. Once all questions have been addressed, conclude with a brief discussion in which students share their personal knowledge as a class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they participate in the question bingo activity. Students use the rating scale to assess how well they are able to identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

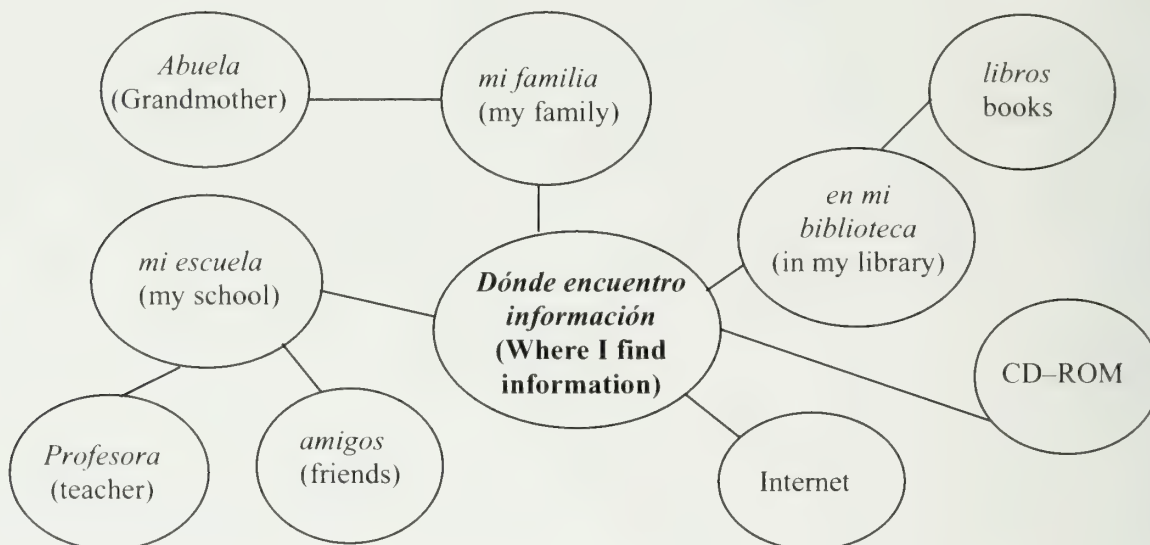
Create and Follow a Plan

Students will be able to:

3.1.4 select and use a plan for gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITY

As a class and with guidance, have the students develop a list of places where information on a topic could be found, then display these places in a web for future reference. Have the students work in small groups of three or four, and assign a resource location to each member. Each student creates a plan for gathering information on their topic, then collect information and report back to the groups.



SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- select and use a plan for gathering information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they plan to look for information on a topic. Students use the checklist to determine if they are able to select and use a plan for gathering information (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** record, select and share personal knowledge of a topic to focus inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students form small groups, and have each group member write what he or she knows about a specific topic. Group members share their knowledge and discuss what more they need to learn about the topic and where to go to find the information needed.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- record, select and share personal knowledge of a topic to focus inquiry or research?

Anecdotal Notes

Observe students as they record and share everything they know about a topic. Note and record how well they are able to record, select and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before going on a field trip, have the students compile a list of three to five questions they would like to have answered and record the questions on one side of a file card. During or after the field trip, have the students answer the questions and list where they got their answers from; e.g., tour guide, teacher, brochure, classmate. If no answer was found, have the students use alternate resources; e.g., Internet.

Caution

Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- answer inquiry or research questions, using a variety of information sources?

Observation Checklist

Create an outcome-based checklist and share it with the students before they go on a field trip. Use the checklist to assess if students are able to answer inquiry or research questions, using a variety of information sources (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

With the students, develop a checklist for evaluating information and post the checklist in the classroom. Instruct and guide the students as they use the checklist to evaluate information. The checklist should include things like the information answers one of my inquiry questions, the information is reliable. Upon completion of their research, have the students evaluate the checklist and rate its effectiveness.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- review information to determine its usefulness to inquiry or research needs?

Anecdotal Notes

Observe students as they use a checklist to evaluate information gathered. Note and record how well they are able to review information to determine its usefulness to inquiry or research needs (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Access Information

Students will be able to:

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITY

Develop a set of guidelines to help the students locate information using the table of contents, titles, subtitles, headings, glossary and labels. Have the students then hunt for “hidden treasures” in small groups or individually. Treasure or scavenger hunts may be developed for a variety of resources, including dictionaries, atlases, fictional and informational texts. Some sample questions are *¿En qué capítulo encontramos el héroe?* (In which chapter do we meet the hero?) *¿Dónde está la capital de Uruguay?* (Where is the capital of Uruguay?)

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they locate information in books. Students use the checklist to determine if they are able to use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Make Sense of Information

Students will be able to:

- 3.2.5** determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues.

SAMPLE TEACHING AND LEARNING ACTIVITY

Discuss with the students how we can determine main and supporting ideas of a text; e.g., predictions, visual and auditory cues, inferences, prior knowledge and connections. Model how to determine main and supporting ideas, then view a video or listen to a story read. Stop at an important point near the beginning. Have the students discuss the main ideas of the text and how they determined them. Continue, stopping occasionally to add to and revise the main ideas.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues?

Observation Checklist

Create an outcome-based checklist and share it with the students before they discuss the main ideas of a text. Use the checklist to assess if students are able to determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

Organize Information

Students will be able to:

3.3.1 organize information and ideas in logical sequences, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on logical sequencing and provide examples; e.g., alphabetical ordering, chronological, before–during–after, biggest to smallest. Divide students into small groups and provide them with a text. Instruct the students to identify the information and ideas in the text and then organize them into logical sequences. Identify graphic organizers that can assist students.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- organize information and ideas in logical sequences, using a variety of strategies?

Anecdotal Notes

Observe students as they practise organizing information in logical sequences. Note and record how well they are able to organize information and ideas in logical sequences, using a variety of strategies (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Record Information

Students will be able to:

- 3.3.2** record facts and ideas, using a variety of strategies, and list authors and titles of sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students conduct research for a report on a specific topic; e.g., Argentina. Ask the students to record information relating to different subtopics on different coloured sheets of paper; e.g., information on food is on green paper. Model this strategy if necessary. Have the students include a bibliography section in their report citing authors and titles of sources, based on a model provided.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- record facts and ideas, using a variety of strategies, and list authors and titles of sources?

Rating Scale

Create an outcome-based rating scale and share it with the students before they record information and their sources. Use the rating scale to assess how well students are able to record facts and ideas, using a variety of strategies, and list authors and titles of sources (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

Evaluate Information

Students will be able to:

- 3.3.3** examine collected information to identify categories or aspects of a topic that need more information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students find information for a brochure on a topic; e.g., pet care. In the brochure, students must answer *¿Quien?* (Who?), *¿Cuándo?* (When?), *¿Cómo?* (How?), *¿Dónde?* (Where?), *¿Por qué?* (Why?) *¿Que?* (What?). Ask the students to review each other's information to ensure all necessary information is present.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- examine collected information to identify categories or aspects of a topic that need more information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they evaluate the information collected. Students use the checklist to determine if they are able to examine collected information to identify categories or aspects of a topic that need more information (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

Develop New Understanding

Students will be able to:

- 3.3.4** use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the end of a unit, have the students refer back to a KWL chart they began earlier in the unit. Have the students complete the *Lo que aprendí* (What I learned) column, and then reflect on what they learned during their inquiry. Have the students assess what they now know and what more they would like to learn about the topic, and create a brief plan explaining how they will get the answers.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use gathered information and questions to review and add to knowledge?
- consider new questions regarding the inquiry process and content?

Rating Scale

Create an outcome-based rating scale and share it with the students before they review their KWL charts. Use the rating scale to assess how well students are able to use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Generate Ideas

Students will be able to:

- 4.1.1** generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITY

In groups of three or four, have the students prepare brief skits, songs or poems on the idea of human needs. To prepare for this, work with the students to create a web showing how their ideas are interconnected; e.g., family and home, work and food.

Revisit this idea throughout the school year, varying the topic and the strategy used to generate ideas.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- generate and contribute ideas on particular topics for oral, print and visual texts?

Anecdotal Notes

Observe students as they contribute to and participate in a class brainstorm on a topic. Note and record how well they are able to generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Choose Text Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a short story or informational text to the students and then lead a brief discussion on how the audience and purpose affects the format. Divide the students into small groups and have them choose how to recreate the story or informational text based on a different audience. Guide student groups as they work on the text and then present it to the class.

Revisit this activity throughout the year, varying the text form and purpose.

Sample List of Text Forms

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other *how to* texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters (business and personal)

Written Texts

- Lists, notes and personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices and announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of text forms for particular audiences and purposes?

Rubric

Collaboratively create an outcome-based rubric with the students before they rework a short story or informational text. Use the rubric to assess how well students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Organize Ideas

Students will be able to:

4.1.3 develop and arrange ideas in own oral, print and visual texts, using organizers.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model storyboarding as a way of developing and arranging ideas for a story. The storyboard should include text and illustrations. Students should:

- think about the main events
- write sentences about each main event
- number events according to their sequence
- draw pictures to accompany each sentence
- decide on and draw an appropriate introduction and conclusion.

Guide the students through two or three sample storyboards, and then have the students complete one independently.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- develop and arrange ideas in own oral, print and visual texts, using organizers?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they use storyboards to visually represent a story. Students use the checklist to determine if they are able to develop and arrange ideas in own oral, print and visual texts, using organizers (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Appreciate Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations in various ways and obtain feedback from others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students prepare a digital slide show presentation or photograph essay of themselves as a beginning of the school year introduction. After the presentation, students comment using the sandwich model; i.e., 1 positive, 1 improvement, 1 positive. Provide sentence starters such as: *Me gusta como ...* (I like how ...), *Necesitas mejorar ...* (You need to improve ...), *Me gusta como ...* (I like how ...).

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- share own stories and creations in various ways?
- obtain feedback from others?

Rating Scale

Create an outcome-based rating scale and share it with the students before they present their slide shows or photograph essays. Use the rating scale to assess how well students are able to share own stories and creations in various ways and obtain feedback from others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Revise Content

Students will be able to:

4.2.2 revise to focus on main ideas and relevant information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model the think-aloud technique when revising work. Show the students how to use think-aloud to clarify meaning by adding, deleting or rearranging ideas and information. Use age- and grade-appropriate samples to demonstrate how to revise. Provide opportunities to practise revising texts, including peer editing and self-editing.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- revise to focus on main ideas and relevant information?

Anecdotal Notes

Observe students as they participate in the revision of various pieces of writing. Note and record how well they are able to revise to focus on main ideas and relevant information (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Enhance Legibility

Students will be able to:

- 4.2.3** write legibly, using a handwriting style that is consistent in alignment, shape and spacing, and experiment with the use of templates and familiar software when composing and revising.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide regular opportunities for guided practice of how to write legibly. Practices could include opportunities for groups of students to practise writing random words, entering the words onto a new page of a word processing program, and then using the program to arrange the words to compose a short poem, song or rap.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- write legibly, using a handwriting style that is consistent in alignment, shape and spacing?
- experiment with the use of familiar software when composing?

Rating Scale

Create an outcome-based rating scale and share it with the students before they practise handwriting and use word processing software. Use the rating scale to assess how well students are able to write legibly, using a handwriting style that is consistent in alignment, shape and spacing, and experiment with the use of templates and familiar software when composing and revising (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Enhance Artistry

Students will be able to:

- 4.2.4** select from a range of word choices and use simple sentence patterns to communicate ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students compose an acrostic poem based on a selected topic; e.g., Mother's Day. Have the students use the letters of their mother's name as the first letter of words that describe their mother or someone special in their lives. For example:

- M—*maravillosa* (marvellous)
- A—*adora* (loves)
- D—*duerme* (sleeps)
- R—*ríe* (laughs)
- E—*elegante* (elegant)

Lastly, have the students use the words from their acrostic poem to prepare a brief composition using simple sentence patterns.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- select from a range of word choices?

Observation Checklist

Create an outcome-based checklist and share it with the students before they compose an acrostic poem. Use the checklist to assess if students are able to select from a range of word choices and use simple sentence patterns to communicate ideas and information (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Enhance Presentations

Students will be able to:

- 4.2.5** add interest to presentations through the use of props, such as pictures, media presentations and artifacts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students prepare a presentation on a book or short story they have read and enjoyed. Encourage the students to include visual aids in the presentation to enhance audience interest and comprehension. For example, students can bring the actual book, use puppets to act out a piece of dialogue, dress up as someone from the book or play a clip of a song that complements the story.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- add interest to presentations through the use of props?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present a book or story they have read. Students use the checklist to determine if their peers are able to add interest to presentations through use of props, such as pictures, media presentations and artifacts (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences and to eliminate unnecessary repetition of words.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to edit an incomplete sentence written on the board. Have the students copy the sentence in their notebooks, then go over the sentence as a class and correct it as necessary. This activity can be expanded to include other grammatical and style elements, such as unnecessary repetition.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- edit for complete sentences and to eliminate unnecessary repetition of words?

Anecdotal Notes

Observe students as they edit a daily message written on the board. Note and record how well they are able to edit for complete sentences and to eliminate unnecessary repetition of words (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Spelling

Students will be able to:

- 4.3.2** recognize spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITY

Review with students the different strategies, resources and spelling patterns one can use to recognize spelling conventions; e.g., how to use a dictionary, mnemonic devices (i before e), textbook glossaries. Assign a brief composition and instruct students to edit and proofread their writing before handing it in. Lead a brief discussion on what strategies students used and the benefits they gained.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize spelling conventions, using a variety of strategies, resources and spelling patterns?

Rating Scale

Create an outcome-based rating scale and share it with the students before they edit and proofread their composition. Use the rating scale to assess how well students are able to recognize spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions correctly when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITY

Select or compose a passage of text without proper capitalization or punctuation. On an overhead, have the class edit and proofread for corrections. Model how to correct and ask the student where capitals are needed and where punctuation marks are missing. Have the students follow the same procedure for a different text that they correct on their own.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic writing conventions correctly when editing and proofreading?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they edit a text. Students use the rating scale to assess how well they are able to use basic writing conventions correctly when editing and proofreading (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Share Ideas and Information

Students will be able to:

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students prepare a presentation, e.g., a book talk, using visual aids and proper presentation skills. Develop with the students a checklist to organize the content, the development of visual and audio aids as well as delivery.

<i>Organizador (Organizer)</i>
<p><i>Incluí (I include):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>la estructura del cuento (escenario, problema, secuencia de eventos, y resolución)</i> (the structure of the story [scene, problem, sequence of events and resolution]) <input type="checkbox"/> <i>detalles descriptivos</i> (descriptive details) <input type="checkbox"/> <i>eventos en orden</i> (events in order)
<p><i>Voy a usar (I am going to use):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>titeres</i> (puppets) <input type="checkbox"/> <i>efectos de sonido</i> (sound effects) <input type="checkbox"/> <i>música</i> (music) <input type="checkbox"/> _____
<p><i>Quisiera (I would like to):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>mirar a la audiencia</i> (look at the audience) <input type="checkbox"/> <i>hablar con claridad y confianza</i> (speak clearly and with confidence) <input type="checkbox"/> <i>tener buena postura</i> (have good posture)

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- present information and ideas on a topic to engage a familiar audience, using a pre-established plan?
- use print and nonprint aids to enhance the presentation?

Rating Scale

Create an outcome-based rating scale and share it with the students before they develop a presentation to share information on a topic. Use the rating scale to assess how well students are able to present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** describe and explain information and ideas to a particular audience and select and use appropriate volume, intonation and nonverbal cues.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reviewing giving/following instructions in Spanish, have the students use new vocabulary and expressions to instruct the class on how to do a simple task; e.g.,

- how to make a paper airplane
- how to make a bowl of cereal
- how to tie your shoes.

The review should also pay attention how loudly one should speak, the pace at which one should speak and nonverbal communication, as these all contribute to transmitting the message.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- describe and explain information to a particular audience?
- select and use appropriate volume, intonation and nonverbal cues?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present their How-to mini-lessons. Students use the checklist to determine if their peers are able to describe and explain information and ideas to a particular audience and select and use appropriate volume, intonation and nonverbal cues (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.






Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITY

Work together with the students to develop a graphic representation on *¿Cómo Escuchamos Bien?* and refer to it often throughout the year. Encourage the students to illustrate their copies in their own ways.

<i>¿Cómo Pones Atención?</i>	
<i>Alto</i>	
<i>Mira</i>	
<i>Escucha</i>	
<i>Piensa</i>	
<i>Respóndele</i>	

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- demonstrate appropriate audience behaviours?

Anecdotal Notes

Observe students as they participate in developing a graphic representation on good listening skills. Note and record how well they are able to demonstrate appropriate audience behaviours (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 understand relationships between own ideas and experiences and those of others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Read a short story to the students and then select an aspect of the story to focus on; e.g., a character, the setting, the moral or message. Have the students interview each other and ask questions related to the focus. Have the students use Venn diagrams to record their interview results and their own ideas on the focus topic, showing anything in common between the two and the differences between them. Model an example if more direction is needed.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- understand relationships between own ideas and those of others?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they interview classmates and complete Venn diagrams. Students use the rating scale to assess how well they are able to understand relationships between own ideas and experiences and those of others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Relate Texts to Culture

Students will be able to:

- 5.1.2** discuss ideas within stories from oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITY

Inform the students that they will be watching a video depicting stories from different Spanish-speaking communities and then completing a 3–2–1 activity; i.e., listing three things I learned, two things I found interesting and one thing I still wonder about. Have the students view the video and discuss with partners or small groups their responses to the 3–2–1 activity.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- discuss ideas within stories from oral, print, visual and multimedia texts from various communities?

Rubric

Collaboratively create an outcome-based rubric with the students before they watch a video depicting stories from different communities. Use the rubric to assess how well students are able to discuss ideas within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Appreciate Diversity through Texts

Students will be able to:

- 5.1.3** connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITY

During read-aloud time, guide the students to relate and respond personally to characters in the story. Direct the students to prompts that will help them to respond to the text personally; e.g., This reminds me of ..., my experiences are similar or different to the characters because ...

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they respond personally to a text of the main characters in a story. Use the checklist to assess if students are able to connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

- 5.1.4** use language appropriate in tone and form when participating in special classroom, school and community occasions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Select a traditional children's song that is appropriate for a special school event. Review the title and lyrics and check for comprehension. If possible, play recordings of the song to students and instruct them to focus on the tone and form. Briefly discuss their interpretation of the tone and form and how it affects the song. Have the students practise and present the song at the special event.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use language appropriate in tone and form when participating in special classroom, school and community occasions?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they learn and perform a song for a school event. Use the checklist to assess if students are able to use language appropriate in tone and form when participating in special classroom, school and community occasions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Cooperate with Others

Students will be able to:

- 5.2.1** appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into groups and ask them to create a series of visual aids to tell a story in sequence. Have them decide on and assign such tasks as who will print the titles, who will create the pictures and who will write the captions.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they create a series of visual aids that tell a story. Students use the rating scale to assess how well they are able to appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Work in Groups

Students will be able to:

5.2.2 take roles and share responsibilities as a group member.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into small groups and then assign a small task or project. Have group members assess the task and list the subtasks involved. Ask each member to choose a subtask and take responsibility for it.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- take roles and share responsibilities as a group member?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they present or complete a task or project. Students use the rating scale to assess how well they are able to take roles and share responsibilities as a group member (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Use Language to Show Respect

Students will be able to:

- 5.2.3** appreciate variations in language use in a variety of contexts in the immediate community.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students role-play what expressions they would use in formal and informal situations. Discuss how to make choices about the language they use in different situations. For example, explain and model the use of *usted* (you [formal]) and *tú* (you [informal]) and have the students practise role-playing situations in which they use *usted* (you [formal]) and *tú* (you [informal]).

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- appreciate variations in language use in a variety of contexts in the immediate community?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they role-play formal and informal situations. Use the checklist to assess if students are able to appreciate variations in language use in a variety of contexts in the immediate community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Evaluate Group Process

Students will be able to:

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before beginning a group project, inform students that part of their focus for the project will be their ability to evaluate their group's process. Encourage students to provide positive, constructive feedback to group members and to not hesitate to seek support from others. Lead a brief discussion on words and phrases students can use to express appreciation to one another. Provide students with a checklist of useful words and phrases students can refer to while working on the projects. Circulate through the class while students work and monitor their use of the vocabulary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- show appreciation and offer constructive feedback to peers?
- seek support from group members?

Anecdotal Notes

Observe students as they use a checklist to assess their group work. Note and record how well they are able to show appreciation and offer constructive feedback to peers, and seek support from group members (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Sound-Symbol System

Students will be able to:

- 6.1.1** consistently use, in structured situations, all elements of the sound-symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups of four to five, and provide each group with the material needed to make spinners. Each spinner should be marked with different point amounts. Assign one student per group to be the moderator, and provide the moderator with a list of familiar and unfamiliar words and expressions of varying degrees of difficulty to pronounce. Groups then play a game of “Wheel of Fortune.” Circulate through the classroom and guide students as they work through the game.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- consistently use, in structured situations, all elements of the sound-symbol system?

Observation Checklist

Create an outcome-based checklist and share it with the students before they play a Wheel of Fortune-type game. Use the checklist to assess if students are able to consistently use, in structured situations, all elements of the sound-symbol system (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

- 6.1.2** experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in pairs and use photographs from magazines as springboards to writing descriptive sentences using common expressions. Also present a prompt to the class daily—a picture or text—and have the students respond to the prompt by using vocabulary and expressions posted in the classroom.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they write descriptive sentences in response to graphics. Students use the checklist to determine if their peers are able to experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled situations, ★ the following grammatical elements:

- commands—negative form
- prepositions
- imperfect
- object pronouns—indirect: *me, te, le, nos, os, les*
- object of prepositions: *mí, ti, él, ella, usted ...*

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model a variety of sentences using object of prepositions. Give a particular student an object and tell the class who the object belongs to using *mí, ti, él, ella, usted* (me, you, him, her, you [formal]) and so on. For example, *¿El libro es de ella?* (Is the book from her?) *Voy a dar el lápiz a ti.* (I am going to give the pencil to you.) Then continue the activity by asking particular students or the class as a whole to provide the sentence.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Anecdotal Notes

Observe students as they participate in the grammar activity. Note and record how well they are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in structured situations,★ the following grammatical elements:

- agreement with adjectives
- demonstrative:
 - adjectives *este/esta/estos/estas ...*
 - pronouns *éste/ésta/éstos/éstas ...*
- noun and verb agreement
- present tense of most frequent verbs: *-ar/-er/-ir/nos/os/les gusta/n*
- comparative and superlative
- possessive pronouns: *mío, tuyo...*
- present progressive: *estar + gerund*
- preterite
- commands for commonly used verbs
- reflexive verbs of frequent use: *lavarse, peinarse, etc.*
- near future: *ir a + infinitive*
- diminutive
- superlative *-ísimo*

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITY

Move throughout the classroom using a variety of classroom objects to demonstrate how to use demonstrative pronouns in a sentence to describe the size, shape or colour of an item or a group of things. For example:

- *Estos libros son grandes y azules pero éstos son pequeños y negros.* (These books are big and blue, but these ones are small and black.)

Then ask the students to work in partners as they create their own sentences based on your model. Have them say the sentences aloud and then write them in their notebooks.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Rating Scale

Create an outcome-based rating scale and share it with the students before they create sentences using demonstrative pronouns. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, independently and consistently, ★ the following grammatical elements:

- verbs—all persons:
 - *ser/estar*
 - *tener/llamarse*
 - *poder/querer/ir*
 - *hacer*
- commonly used verbs:
 - *comer, hablar, mirar, etc.*
 - *me/te/le gusta/an*
 - *hay*
- gender and number of nouns
- demonstrative adjectives
- noun and verb agreement
- possessive adjectives: *mis, tu, tus, su, sus, nuestros...*
- question words: *quién, cuánto, cuál* (all forms)

★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

During weekly short story writing activities, have the students focus on noun–verb agreement in their sentences when describing or telling part of their stories. For example: *Cada fin de semana, mi familia y yo vamos al cine y vemos una película.* (Every weekend my family and I go to the cinema and watch a movie.)

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the weekly writing activity. Students use the rating scale to assess how well they are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly, and explore their use for effect.

SAMPLE TEACHING AND LEARNING ACTIVITY

With guidance, have the students read an assigned passage on a familiar topic. Ask them to mark all punctuation marks and capital letters with a highlighter, then compare their work with that of a classmate. Present another passage without punctuation marks, and have the students independently add the punctuation that is missing.

Lead a discussion that summarizes the different ways students punctuated their passage and debate the differences in effect.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic mechanical features correctly?
- explore the use of mechanical features for effect?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they add missing punctuation to a text. Students use the checklist to determine if their peers are able to use basic mechanical features correctly, and explore their use for effect (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

- 6.1.5** use basic discourse features in oral, print and visual texts, and explore their use for effect.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups and provide each group with a short dialogue. Instruct groups to practise the dialogue but to focus on intonation of and pauses between sentences. Have each group present the dialogue and then lead a brief discussion on how each group's presentation differed based on different pausing and intonation.

Revisit this activity throughout the year, varying the text and basic discourse feature.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic discourse features in oral, written and visual texts?
- explore their use of discourse features for effect?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they practise and present a dialogue. Students use the checklist to determine if their peers are able use basic discourse features in oral, print and visual texts, and explore their use for effect (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Listening

Students will be able to:

- 6.2.1** listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Every day ensure the students have quiet Spanish book-reading time. Once a week have three students present their books. What do they like about the book? Who is the author? Have the rest of the class write down the main ideas and decide whether or not they would like to read these books.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- listen to and generally understand a short oral presentation on a familiar topic in structured situations?

Learning Log

After the students listen to classmates present mini book reports, have them reflect on their learning and how well they were able to listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations. Ask them to give a short summary or indicate the part they liked best.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

- 6.2.2** produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students bring a bag of personal items, “*Cosas Mias*,” and do a short show and tell presentation. Have them take out each item and describe it to the class and its importance to them. Ask and have the students ask a variety of questions regarding their objects.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce, spontaneously, a short oral presentation on a familiar topic in a structured situation?

Rubric

Collaboratively create an outcome-based rubric with the students before they complete their show and tell. Use the rubric to assess how well students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Reading

Students will be able to:

- 6.2.3** read and understand a series of interrelated ideas dealing with a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide the students with sentence strips on a familiar topic and have them sequence the sentences to create a short and simple text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- read and understand a series of interrelated ideas dealing with a familiar topic in structured situations?

Rubric

Create an outcome-based rubric and share it with the students before they create a paragraph from sentence strips. Use the rubric to assess how well students are able to read and understand a series of interrelated ideas dealing with a familiar topic in structured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students write a short story or poem using a story or poem studied in class as a model; e.g., shape poem, acrostic, cinquain.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations?

Rating Scale

Create an outcome-based rating scale and share it with the students before they write a story or poem based on a studied model. Use the rating scale to assess how well students are able to produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Viewing

Students will be able to:

6.2.5 view and understand a variety of simple events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups and present each group with a poster, announcement or advertisement for upcoming events in a Spanish community. Groups analyze the representation and discern what is being communicated. Circulate throughout the classroom and ask comprehension questions. After a few minutes, have groups trade posters. Each group should have an opportunity to view each representation.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- view and understand a variety of simple events and/or representations?

Learning Log

After students view a number of posters, announcements and advertisements for upcoming events, have them reflect on their learning and how well they were able to view and understand a variety of simple events and/or representations.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

- 6.2.6** create multiple representations of the same familiar ideas, events and/or information.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the unit on fairy tales, ask the students to work in groups and choose a variety of methods to represent their favourite fairy tale; e.g.,

- big book
- puppet play
- comic strips
- story with illustrations
- overhead presentation
- digital slide show.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- create multiple representations of the same familiar ideas, events and/or information?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to create multiple representations of the same familiar ideas, events and/or information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Register

Students will be able to:

6.3.1 experiment with formal and informal uses of language in familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students role-play a conversation they might have with the principal and compare it with casual discussions with friends in the classroom.

Explore the different ways students would use vocabulary, e.g., *tú* versus *usted*, differences in greetings and farewells, personal space between speakers, facial expressions and other nonverbal communication, like posture.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experiment with formal uses of language in familiar contexts?
- experiment with informal uses of language in familiar contexts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they role-play formal and casual conversations. Use the checklist to assess if students are able to experiment with formal and informal uses of language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions in new contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Identify situations that could be new and unfamiliar for students; e.g., meeting with a bank manager. Divide the class into small groups and assign each group a new, unfamiliar situation. Have the students create comic strips in which characters use idiomatic expressions, e.g., *lo que no cuesta dinero siempre es bueno* (the best things in life are free), in an appropriate way. Display the comic strips in the classroom and have the students view and analyze the work of their classmates.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use learned idiomatic expressions in new contexts?

Rubric

Collaboratively create an outcome-based rubric with the students before they create comic strips. Use the rubric to assess how well students are able to use learned idiomatic expressions in new contexts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Variations in Language

Students will be able to:

6.3.3 experience a variety of accents and variations in speech.

SAMPLE TEACHING AND LEARNING ACTIVITY

During Read-In Week, invite Spanish-speaking parents and others from a variety of Spanish-speaking countries to read stories to the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experience a variety of accents and variations in speech?

Learning Log

After several invited guests read to the class, have the students reflect on their learning and how well they were able to experience a variety of accents and variations in speech. Sentence starters to use include:

- I found it interesting ...
- I noticed that ...
- It was easy to understand _____ because ...
- It was difficult to understand _____ because ...

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social Conventions

Students will be able to:

6.3.4 recognize verbal behaviours that are considered impolite.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into small groups and assign each group a situation for a role-play. Examples are what one would say when:

- meeting a new student?
- helping a visitor to the school who needs directions?
- a friend wants to play at recess?
- a teacher asks where his or her homework is?
- a grandparent asks for help?

As groups develop their dialogue, circulate throughout the class and instruct each group to incorporate unusual verbal behaviours in their skit; e.g., speaking too loudly, cutting people's sentences off, mimicking the way people speak. Once all groups have presented their skits, lead the brief discussion on the unusual verbal behaviours and identify which behaviours students felt were rude.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize verbal behaviours that are considered impolite?

Rating Scale

Create an outcome-based rating scale and share it with the students before they role-play scenarios. Use the rating scale to assess how well students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 recognize appropriate nonverbal behaviours for people frequently encountered.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students watch a video with the volume turned off. Ask the students to focus on the nonverbal behaviours of the characters. Discuss the behaviours and their appropriateness. Turn on the volume and discuss whether the students agree with their ideas now that they hear the conversation.

Lastly, compile a list of nonverbal behaviours that students feel are appropriate and polite when speaking with people they meet often. Examples could include providing appropriate personal space, maintaining eye contact.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize appropriate nonverbal behaviours for people frequently encountered?

Observation Checklist

Create an outcome-based checklist and share it with the students before they watch the video. Use the checklist to assess if students are able to recognize appropriate nonverbal behaviours for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task.

SAMPLE TEACHING AND LEARNING ACTIVITY

To a rhythmic beat, e.g., clapping or snapping, conjugate a verb and have the students repeat after you. While snapping, say: “*Yo hago ... (I do ...)*”. Have the students repeat: “*Yo hago ... (I do ...)*”.

Once the students are more proficient with conjugating the verb, give them a pronoun and have them respond with the correct verb form; e.g.,

Teacher: *tú* (you)

Student: *haces* (do)

Discuss how repetition aids the memory.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- repeat words in the course of performing a language task?

Learning Log

After students use repetition to help remember verbs, have them reflect on their learning and how well they were able to identify and use a variety of cognitive strategies to enhance language learning.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more considered personally useful.

SAMPLE TEACHING AND LEARNING ACTIVITY

When the students do not understand a word in an oral presentation, have them look at the visuals and listen to the words before and after the unknown word. By looking at the cues surrounding the word, students may be able to understand the meaning. Afterward, discuss how these strategies helped them deal with unknown elements in the text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize metacognitive strategies that may enable coping with texts containing unknown elements?

Anecdotal Notes

Observe students as they consider strategies used to deal with unknown words. Note and record how well they are able to identify and use strategies to enhance language learning (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading and discussing a story as a class, have the students reread the selection with a partner and help each other interpret the text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- work cooperatively in a shared reading experience?

Learning Log

After students read and discuss a story with a partner, have them reflect on their learning and how well they were able to participate in a shared reading experience. They may indicate how this social strategy helped them better understand the text.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide half the class with oral instructions on how to accomplish a task. This half then instructs the other half by relaying the information. Switch roles and repeat the activity.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use other speakers' words in subsequent conversations?

Observation Checklist

Create an outcome-based checklist and share it with the students before they relay instructions to a partner. Use the checklist to assess if students are able to use other speakers' words in subsequent conversations (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience.

SAMPLE TEACHING AND LEARNING ACTIVITY

While you read a book, have the students make predictions about what will happen next. Direct the students' attention to factors that aid in prediction; e.g., title, illustrations, prior knowledge of the topic, personal experience related to the topic.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make predictions about what they expect to hear based on prior knowledge and personal experience?

Anecdotal Notes

Observe students as they participate in the prediction activity. Note and record how well they are able to make predictions about what they expect to hear based on prior knowledge and experiences (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Productive

Students will be able to:

- 6.5.3** identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work with partners to brainstorm and web potential research topics related to a basic theme; e.g., a Spanish-speaking country, what does a Grade 4 classroom look like in Peru? Then have the students use other techniques for exploring ideas, such as group discussion and interviewing.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use various techniques to explore ideas at the planning stage?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they brainstorm a topic. Students use the checklist to determine if their peers are able to use various techniques to explore ideas at the planning stage (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before starting a research project, have students begin by generating key questions to guide their inquiry. They then colour-code each question and write them out on a sheet of chart paper. When information is found to answer a question, have the students add it to the sheet using the appropriate colour.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- formulate key questions to guide research?

Anecdotal Notes

Observe students as they prepare to research a topic. Note and record how well they are able to formulate key questions to guide research (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the class with a learning task; e.g., a survey of students regarding their study habits. Lead students through an examination of the task and the many subtasks involved. Show students that there are often many small steps required in order to complete a large project. Lastly, divide students into small groups and assign each group a different learning task. Have the students create a plan for how they will complete the project.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- decide in advance how they will attend to the task?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create a plan to complete a project. Students use the checklist to determine if they are able to decide in advance how they will attend to the task (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students get together in groups of three and choose a Spanish song of any genre; e.g., pop, folk, children's. Ask them to prepare to teach the song with actions to a younger grade. After the lesson, have the class sing the song together.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- participate in cooperative group learning tasks?

Rubric

Collaboratively create an outcome-based rubric with the students before they work in groups to teach a Spanish song to younger students. Use the rubric to assess how well students are able to participate in cooperative group learning tasks (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Understanding Self-identity

Students will be able to:

- 7.1.1** explore and examine various sources of information for development of one's self-concept.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of the school year, have the students identify and select five things that represent their personalities and interests and use them to describe themselves to others in Spanish. Have them place these items in a display and share with classmates.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and examine various sources of information for development of one's self-concept?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present to their classmates. Students use the checklist to determine if their peers are able to explore and examine various sources of information for development of one's self-concept (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Developing Positive Self-identity

Students will be able to:

- 7.1.2** understand that respect for oneself is essential, and that self-concept is determined by external and internal forces.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students read stories regarding respecting oneself. After reading, have the students do a think–pair–share activity focusing on the meaning behind the stories. Encourage them to focus on why respecting oneself is essential and how it influences one’s self-concept. Discuss with students how self-concept is influenced by friends, family and popular culture, as well as by conscious decisions by the individual. Challenge students to examine this idea and how an imbalance between external and internal forces can influence one’s self-respect.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- understand that respect for oneself is essential?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the Think–Pair–Share activity. Use the checklist to assess if students are able to understand that respect for oneself is essential, and that self-concept is determined by external and internal forces (see sample blackline master in Appendix E: Observation Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Valuing Spanish and the Cultures of the Spanish-speaking World

Students will be able to:

7.1.3 recognize and appreciate various elements of language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite a dance group to the school to perform. Afterward, ask the students to reflect on the performance and write about their feelings toward it. For example:

- *Me gusta ...* (I liked ...)

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize and appreciate various elements of language and culture?

Anecdotal Notes

Observe students as they participate in the viewing of and reflection on a cultural performance. Note and record how well they are able to recognize and appreciate various elements of language and culture (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Valuing Multilingualism/Multiculturalism

Students will be able to:

- 7.1.4** understand the personal value and significance of a multilingual/multicultural education.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief class discussion of bilingual and immersion schools. Students are encouraged to comment on what they think of their school and how it differs with other schools. Have the students, in pairs, create a pamphlet, brochure or poster based on the idea: "Why we go to a bilingual school?"

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- understand the personal value and significance of a multilingual/multicultural education?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they create texts that describe why they attend a bilingual school. Use the checklist to assess if students are able to understand the personal value and significance of a multilingual/multicultural education (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Historical Elements

Students will be able to:

- 7.2.1** explore elements in the immediate environment that reflect the historical roots of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students interview Spanish-speaking people from their community regarding their historical roots and trace their family's history on a map of Canada or the world. Invite them to share the story with their classmates.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore elements in the immediate environment that reflect the historical roots of the cultures of the Spanish-speaking world?

Learning Log

After having interviewed Spanish-speaking people from their community, have the students reflect on their learning and how well they were able to explore elements in the immediate environment that reflect the historical roots of cultures of the Spanish-speaking world. They reflect on what was said and how it made them feel and why.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Contemporary Elements

Students will be able to:

- 7.2.2** explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Identify and locate items that relate to or represent elements of contemporary life in the cultures of the Spanish-speaking world; e.g., posters of pop culture stars, current and appropriate Spanish-speaking language, magazines, recordings of contemporary music. Divide the class into small groups and provide each group with one of the items. Have the class create a Venn diagram comparing and contrasting the item as it is presented in a particular Spanish-speaking location with how it would be presented in an Albertan context.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world?

Learning Log

After analyzing an item from a culture in the Spanish-speaking world and creating a Venn diagram, have the students reflect on their learning and how well they were able to explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

Diversity

Students will be able to:

7.2.3 explore diversity of the cultures of the Spanish-speaking world in the larger community.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into small groups and assign each group a different Spanish-speaking country. Have all groups conduct brief research on how a certain tradition is celebrated in that country. Traditions could include Christmas, birthdays, the tooth fairy or bedtime stories.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore diversity of the cultures of the Spanish-speaking world in the larger community?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they do a comparison study of traditions. Students use the checklist to determine if they are able to explore diversity of the cultures of the Spanish-speaking world in the larger community (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

Change

Students will be able to:

7.2.4 explore and reflect on change within own family and community.

SAMPLE TEACHING AND LEARNING ACTIVITY

Ask the students to create time lines to show how their interests have changed since Kindergarten or create collages that show pictures of them and their families since they were born. Have them give short oral presentations to explain the time lines or pictures to the class.

Extension

Have the students look at a map of their community today and compare it with one from the year in which they were born, and one from twice as many years before that. Have them discuss and chart the changes.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and reflect on change within own family and community?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they create time lines or show photographs. Use the checklist to assess if students are able to explore and reflect on change within own family and community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Positive Group Membership

Students will be able to:

7.3.1 encourage and support classmates and schoolmates.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before starting a group project, review with students the ways they can support and encourage their classmates. Compile a chart of items to focus on. Possible items include:

- listening to other group members' ideas
- encouraging other group members
- helping to solve problems
- staying on the assigned task
- openly supporting other group members
- offering constructive feedback to other group members
- asking group members for help when necessary

Brainstorm words and phrases students can use to offer encouragement and support, and list them on the chart as well.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- encourage and support classmates and schoolmates?

Anecdotal Notes

Observe students as they cooperatively work on a group project. Note and record how well they are able to encourage and support classmates and schoolmates (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Diversity

Students will be able to:

- 7.3.2** explore diversity in the immediate and local community, and reflect on its significance to self.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the class to participate in a schoolwide food fair for which food is brought by families from different ethnic backgrounds. Local ethnic shops, agencies and organizations may be invited to attend. In the following class, divide students into small groups and have them discuss their reactions to the fair, what they thought of the food, what they learned, what they might change.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore diversity in the immediate and local community, and reflect on its significance to self?

Learning Log

After participating in the school food fair, have the students reflect on their learning and how well they were able to explore diversity in the immediate and local community, and reflect on its significance to self. Sentence starters may include I learned that ..., My opinion changed when ...

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Similarity

Students will be able to:

- 7.3.3** explore similarities among members of the local community, and reflect on the significance of this to self.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the class to participate in a schoolwide food fair for which food is brought by families from different ethnic backgrounds. Local ethnic shops, agencies and organizations may be invited to attend. In the following class, divide students into small groups and have them discuss their reactions to the fair, what they thought of the food, what they learned, what they might change. Encourage students to look for commonalities they discovered among the different foods and people presenting.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore similarities among members of the local community, and reflect on the significance of this to self?

Learning Log

Have the students reflect on their learning and how well they were able to explore similarities among members of the local community, and reflect on the significance of this, to self, after listening to the teacher read a book or watching a video about a family from a different cultural group.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Contributing to Community

Students will be able to:

7.3.4 demonstrate willingness to assist or contribute for personal satisfaction.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead the students in a discussion about the roles and responsibilities students in Grade 4 might have at home, at school and in the community. Record student contributions on the board. Have the students create webs showing five to ten responsibilities they have at home, at school and in the community. Lastly, explore students' reasons for meeting their responsibilities and determine if they are intrinsic or extrinsic. Discuss the importance of the role of personal satisfaction as a motivation to assist or contribute to others.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- demonstrate willingness to assist or contribute for personal satisfaction?

Anecdotal Notes

Observe students as they create webs of their responsibilities at home, at school and in the community. Note and record how well they are able to demonstrate willingness to assist or contribute for personal satisfaction (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Responsible Citizenship

Students will be able to:

- 7.4.1** respect the feelings, rights and property of others and accept responsibility for one's own actions.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of the year, have the students help create the classroom procedures and prepare posters as reminders. The posters should include reasons and an explanation as to why procedures should be obeyed.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- respect the feelings, rights and property of others?
- accept responsibility for their own actions?

Observation Checklist

Create an outcome-based checklist and share it with the students before they create posters describing classroom procedures. Use the checklist to assess if students are able to respect the feelings, rights and property of others and accept responsibility for one's own actions (see sample blackline master in Appendix E: Observation Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Interdependence

Students will be able to:

- 7.4.2** recognize that people depend on others to meet their needs and recognize the effects of one's actions on others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Identify a number of team-building activities that are appropriate for the Grade 4 level; e.g., a multiway tug-of-war, or an amoeba race. Present the activities to students and discuss the importance of teamwork. Have the students participate in the activities and encourage them to focus on the effects of one's actions on others. Lastly, have students reflect in their learning logs on the activities and what they learned about working with others to achieve a goal or outcome.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize that people depend on others to meet their needs?
- recognize the effects of one's actions on others?

Observation Checklist

Create an outcome-based checklist and share it with the students before they create a T-chart listing how they helped others and how others helped them. Use the checklist to assess if students are able to recognize that people depend on others to meet their needs and recognize the effects of one's own actions on others (see sample blackline master in Appendix E: Observation Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Intercultural Skills

Students will be able to:

7.4.3 examine the rights and responsibilities of the individual.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with a poster describing the United Nations Convention on the Rights of the Child. Have the students discuss the convention and what the rights mean to them. Have the students then choose a right that interests them, draw a corresponding picture and add a responsibility related to that right.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- examine the rights and responsibilities of the individual?

Anecdotal Notes

Observe students as they create a display regarding the rights of children. Note and record how well they are able to examine the rights and responsibilities of the individual (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Future Opportunities

Students will be able to:

- 7.4.4** identify personal strengths and areas for growth; and establish personal goals and action plans.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students write a list, or select from a checklist, what they perceive to be their strengths and weaknesses, academically, socially, practically and in the Spanish language. Write back and provide feedback. For each weakness, have the students list a general plan on how to improve.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify personal strengths and areas for growth?
- establish personal goals and action plans?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they create a list of their strengths and weaknesses. Students use the checklist to determine if they are able to identify personal strengths and areas for growth; and establish personal goals and action plans. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Express Ideas

Students will be able to:

- 1.1.1** use personal experiences as a basis for exploring and expressing opinions and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before reading a story to students, discuss character traits and then model how to use a prediction chart. Present the title of the story, show the cover, and read the story. Have the students then complete the first half of the prediction chart on what the characters may be like. Encourage the students to explain the reasons for their opinions.

	<i>Antes de leer</i>	<i>Después de leer</i>
<i>¿Cómo es el personaje central?</i>		
<i>¿Qué sucede en el cuento?</i>		

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use personal experiences as a basis for exploring and expressing opinions and understanding?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they express opinions on a story. Students use the checklist to determine if their peers are able to use personal experiences as a basis for exploring and expressing opinions and understanding (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Consider Others' Ideas

Students will be able to:

1.1.2 seek viewpoints of others to build on personal responses and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief brainstorm and build a small web on the characteristics of a good friend. Have the students discuss in pairs the web and participate in a Think–Pair–Share in which they share their opinions on the characteristics. After a sufficient period of time, have the students present their view points on the topic to the rest of the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- seek viewpoints of others to build on personal responses and understanding?

Rating Scale

Create an outcome-based rating scale and share it with the students before they participate in a Think–Pair–Share activity. Use the rating scale to assess how well students are able to seek viewpoints of others to build on personal responses and understanding (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Guide and support students through the reading of a number of Spanish dialogues containing new vocabulary. Direct the students to work with partners and write a dialogue between two characters in a specific location; e.g., in a restaurant, at a travel agency or at the movies. Dialogues should contain new forms of expression learned in class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and experiment with a variety of forms of expression for particular personal purposes?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they write a dialogue. Students use the rating scale to assess how well they are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Self-assessment Rating Scale.)

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Express Preferences

Students will be able to:

- 1.1.4** review a collection of favourite oral, print, visual and multimedia texts and share responses to preferred forms.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with a collection of Spanish-language comic strips; e.g., *Superlopez* or *Zipi y Zape*. Go through some of the strips with students and answer any questions of vocabulary. Divide students into groups and have them continue to go through the rest of the comic strips. After an appropriate period of time, lead a class discussion on the comic strips and ask for their responses.

Revisit this activity throughout the year and vary the text form.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- review a collection of favourite oral, print, visual and multimedia texts and share responses to preferred forms?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they explain which aspects of the comic strip they liked or disliked. Use the checklist to assess if students are able to review a collection of favourite oral, print, visual and multimedia texts and share responses to preferred forms (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Set Goals

Students will be able to:

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the end or beginning of a reporting period, lead a brief discussion on the qualities of a good learner, reader and writer. Have the students then create and display posters or bookmarks that highlight these qualities. On the back of the poster or bookmark, have the students identify what they are doing well and one area they can improve on.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use?

Rating Scale

Create an outcome-based rating scale and share it with the students before they create posters or bookmarks describing qualities of good learners, readers and writers. Use the rating scale to assess how well students are able to identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Develop Understanding

Students will be able to:

1.2.1 reflect on prior knowledge and experiences to arrive at new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students, working in small groups, complete a KWL (SQA) chart prior to, during and after the study of an assigned topic in class.

<i>S</i>	<i>Q</i>	<i>A</i>
<i>Lo que sé</i> (What I know)	<i>Lo que quiero aprender</i> (What I want to learn)	<i>Lo que aprendí</i> (What I learned)

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- reflect on prior knowledge and experiences to arrive at new understanding?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they complete a KWL chart during an inquiry. Students use the checklist to determine if their peers are able to reflect on prior knowledge and experiences to arrive at new understanding (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Explain Opinions

Students will be able to:

1.2.2 explain personal viewpoints.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of the school year, lead a brief discussion on classroom rules. As a list is developed, provide students with an opportunity to explain their viewpoints about the rules.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explain personal viewpoints?

Rubric

Collaboratively create an outcome-based rubric with the students before they explain their viewpoints on the classroom rule. Use the rubric to assess how well students are able to explain personal viewpoints (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Combine Ideas

Students will be able to:

- 1.2.3** experiment with arranging ideas and information in a variety of ways to clarify understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have different groups of students work with the same piece of oral, print, visual or multimedia text organizing it using various frames or graphic organizers. Have them share their work and discuss which organizer best helped to clarify their understanding; e.g., Venn diagram, charts, lists, webs, cycles, flowcharts, trees.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experiment with arranging ideas and information in a variety of ways to clarify understanding?

Observation Checklist

Create an outcome-based checklist and share it with the students before they discuss which organizer best helped to clarify their understanding. Use the checklist to assess if students are able to experiment with arranging ideas and information in a variety of ways to clarify understanding (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Extend Understanding

Students will be able to:

1.2.4 ask questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Work with the students to generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members or other Spanish-speaking people in the community. If possible, have the students record their interviews for presentation in class (optional).

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- ask questions to clarify information and develop new understanding?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they prepare interview questions. Use the checklist to assess if students are able to ask questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Read a story about a topic related to relationship choices and growing up. Have the students use reflection prompts to express connections to their personal experiences. For example:

- *Me recuerda cuando ...* (I remember when ...)
- *Me hace sentir...* (This makes me feel ...)

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they tell how their personal experiences are connected to a story. Use the rating scale to assess how well students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehension Strategies

Students will be able to:

- 2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief review with students on various comprehension strategies they may or may not already be familiar with; e.g., carousel brainstorm, KWL chart or reciprocal teaching. Then present a topic to students, e.g., animals indigenous to Alberta, and provide a brief and appropriate text. Encourage students to use a comprehension strategy to confirm understanding of the text. Present comprehension questions with answers and instruct students to self-correct when necessary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of comprehension strategies to confirm understanding and self-correct?

Observation Checklist

Create an outcome-based checklist and share it with the students before they read a text and use a comprehension strategy to find relevant information on a topic. Use the checklist to assess if students are able to use a variety of comprehension strategies to confirm understanding and self-correct (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Choose a text and select textual cues from it to use in a scavenger hunt. Have the students work in pairs and find key information in the margins of textbooks, picture captions, questions, chapter introductions or summaries and special features that give information on a topic. Once all students have completed the hunt, lead a brief discussion on textual cues and how they aid comprehension and can be used to confirm meaning.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use textual cues to construct and confirm meaning?

Anecdotal Notes

Observe students as they use special features in a text to help them understand a topic. Note and record how well they are able to use these textual cues to construct and confirm meaning (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

- 2.1.4** use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context.

Cueing Systems

Syntactic Cues: refer to word order and rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

As the students read a text, have them write down or highlight unfamiliar words with the corresponding page numbers. Have the students look up the words in the dictionary and write the word meanings that fit the context of the text. Have the students take turns saying their word(s) and record them on the board as the class gives the correct meanings. Ask all students to record the words in their personal dictionaries. Choose five to ten words of the week and have the students complete sentences with the words.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use cueing systems to construct and confirm meaning?
- use a dictionary to determine word meaning in context?

Rating Scale

Create an outcome-based rating scale and share it with the students before they look up unknown words in a dictionary and choose the definitions that best fit the context. Use the rating scale to assess how well students are able to use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as historical fiction, legends, biographies, poetry, news reports and guest speakers, and share responses.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students make webs, story maps or sketches to represent the meaning of a text of a particular genre and cultural tradition. In a group discussion, have them share what they learned about the text, what it meant to them and favourite parts or characters. Use prompts to assist the students in expressing their preferences as required.

Revisit this activity throughout the year and vary the genre and cultural tradition.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experience texts from a variety of genres and cultural traditions?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they make webs, story maps or sketches to represent the meaning of a variety of texts. Students use the checklist to determine if their peers are able to experience texts from a variety of genres and cultural traditions, such as historical fiction, legends, biographies, poetry, news reports and guest speakers, and share responses (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Connect Self, Texts and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with a story or video that depicts people from several different cultural groups. Discuss how the people were depicted and reread/rewatch if necessary. Working in pairs or small groups, have the students compare their experiences with those of the characters in the story or video through the use of a Venn diagram.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in texts?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they complete a Venn diagram activity comparing their experiences with a character's. Students use the checklist to determine if they are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify descriptive and figurative language in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students read a variety of poems and compile a list of descriptive words found in these texts. Ask the students to choose three to five words and illustrate them visually.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify descriptive and figurative language in oral, print, visual and multimedia texts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they compile a list of descriptive words and create visual images. Use the rating scale to assess how well students are able to identify descriptive and figurative language in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Forms and Genres

Students will be able to:

- 2.3.1** understand and use a variety of oral, print, visual and multimedia forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide the students with a checklist of a variety of forms and genres of texts. Have the students form small groups and discuss what forms they recognize and enjoy and why. Have the students then add the list to their reading response journals and track the forms that they have been exposed to and understand. At the end of the school year, have the students reflect on the variety of texts they understand and use.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- understand and use a variety of oral, print, visual and multimedia forms and texts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they track their exposure to a variety of genres and forms. Use the checklist to assess if students are able to understand and use a variety of oral, print, visual and multimedia forms and texts (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Techniques and Elements

Students will be able to:

- 2.3.2** identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before reading the story, discuss the key elements found in stories. Have the students concentrate on one element at a time and identify it in the story. Gradually have the students identify all the key elements of a text on their own.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify key elements and techniques in oral, print, visual and multimedia texts?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they identify key elements in a story. Students use the checklist to determine if their peers are able to identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Vocabulary

Students will be able to:

2.3.3 expand knowledge of words and word relationships, using a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students develop word games using words of the week or words compiled from new texts, complete with directions and rules. In peer groups, have the students test the games and give feedback. Encourage the students to use software and Web site applications to aid in this activity.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- expand knowledge of words and word relationships, using a variety of sources?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they develop word games using a variety of sources. Students use the checklist to determine if their peers are able to expand knowledge of words and word relationships, using a variety of sources (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experiment with Language

Students will be able to:

- 2.3.4** recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with a riddle in the style of “Why did the chicken cross the road?” Have the students work in pairs to try to solve the riddles. Have the students then compose follow-up riddles and prepare an explanation as to how their riddle uses wordplay, exaggeration and other techniques to convey humour.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they work with partners to solve riddles and write their own. Students use the checklist to determine if their peers are able to recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Create Original Texts

Students will be able to:

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITY

Provide the students with a prompt (e.g., artifact, music, visual) and have them write for a few minutes inspired by the prompt or technique. Encourage the students to use descriptive vocabulary.

Divide the class into pairs and have them share their work with one another. Revisit this activity throughout the year and vary the form and technique.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- create original texts to communicate and demonstrate understanding of forms and techniques?

Observation Checklist

Create an outcome-based checklist and share it with the students before they participate in the focused free write. Use the checklist to assess if students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Observation Checklist).

Use Personal Knowledge*Students will be able to:*

- 3.1.1** summarize personal knowledge of a topic in categories to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

When studying a topic of interest in a subject of study, have the students begin to fill out a KWL chart. Have the students write down what they know about the topic in the “K” column. Then introduce the eventual culminating project, and provide some details. Instruct students to refer to the information they recorded in the “K” column of their charts and divide that information into subcategories, keeping the requirements of the culminating project in mind. Tell students that their focus is to determine what information needs they have to complete the project.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- summarize personal knowledge of a topic in categories to determine information needs?

Rating Scale

Create an outcome-based rating scale and share it with the students before they participate in a KWL chart activity and use the information to plan for a project. Use the rating scale to assess how well students are able to summarize personal knowledge of a topic in categories to determine information needs (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Ask Questions

Students will be able to:

3.1.2 formulate general and specific questions to identify information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Using the same KWL chart from 3.1.1, guide the students as they develop a plan to learn answers to the questions they identified in the “W” column of their charts. Encourage the students to break general questions down into specific subsets.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- formulate general and specific questions to identify information needs?

Rating Scale

Create an outcome-based rating scale and share it with the students before they formulate inquiry questions. Use the rating scale to assess how well students are able to formulate general and specific questions to identify information needs (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in small groups of three or four. Assign a general topic to each group, such as sports, medicine or agriculture. Groups are to brainstorm on that topic and compile a web of what they already know about it. Then inform the groups that they will be preparing presentations on one aspect of their topics; e.g., popular soccer teams in Argentina. Have the students use the information from their webs to develop questions that will help guide their research.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research?

Observation Checklist

Create an outcome-based checklist and share it with the students before they formulate questions for a research project. Use the checklist to assess if students are able to share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Create and Follow a Plan

Students will be able to:

3.1.4 gather and record information and ideas using a plan.

SAMPLE TEACHING AND LEARNING ACTIVITY

Guide the students as they develop a plan for recording information. For example, have the students create charts with columns or rows for who, what, where, when, why, how and because. Have the students then read, listen to or view a brief text and record any and all information in their charts.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- gather and record information and ideas using a plan?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they record the main ideas and some supporting details in point form. Students use the checklist to determine if they are able to gather and record information and ideas using a plan (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** record, select and share personal knowledge of a topic to focus inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of a research project have the students use long, narrow pieces of paper or file cards to record their personal knowledge. Ask them to choose categories or headings relating to the topic and write them on the paper. Details are recorded as single words or simple phrases under the appropriate headings.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- record, select and share personal knowledge of a topic to focus inquiry or research?

Rating Scale

Create an outcome-based rating scale and share it with the students before they record their personal knowledge using categories or headings relating to the topic. Use the rating scale to assess how well students are able to record, select and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students formulate research questions, have them choose from a variety of sources to answer questions; e.g.,

- artifact boxes that are topic related
- interviews
- field trips
- TV documentaries
- reading newspapers, journals, drama, poetry
- listening to music and lyrics
- CD-ROMs
- Internet.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

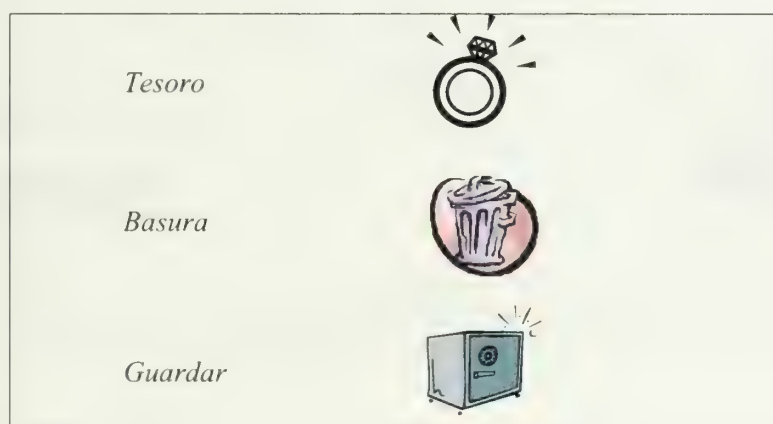
- answer inquiry or research questions, using a variety of information sources?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they choose possible sources to locate information for researching purposes. Students use the checklist to determine if they are able to answer inquiry or research questions, using a variety of information sources (see sample blackline master in Appendix E: Self-assessment Checklist).

Evaluate Sources*Students will be able to:***3.2.3** review information to determine its usefulness to inquiry or research needs.**SAMPLE TEACHING AND LEARNING ACTIVITY**

Have the students participate in a trash, treasure and save activity. Have the students, with guidance, record information on self-stick notes. Then arrange cards using an organizational pattern; e.g., categorically, chronologically. Have the students work in pairs to determine which information is relevant (*Tesoro* [treasure]), which should be discarded (*Basura* [trash]) and which should be saved (*Guardar* [save]) for the future. Have the students place the self-stick notes on the appropriate parts of the chart. (Jansen 1996)

**SAMPLE ASSESSMENT STRATEGY****Focus for Assessment**

Do the students:

- review information to determine its usefulness to inquiry or research needs?

Anecdotal Notes

Observe students as they participate in the trash, treasure and save activity. Note and record how well they are able to review information to determine its usefulness to inquiry or research needs (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Access Information

Students will be able to:

- 3.2.4** use a variety of tools to access information and ideas and use visual and auditory cues to identify important information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students experiment with technology skills when accessing information; e.g.,

- Spanish net-directory and Spanish search engines
- Spanish CD-ROMs
- searching for images in software and on the Internet
- DVD menus.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of tools to access information and ideas?
- use visual and auditory cues to identify important information?

Rating Scale

Create an outcome-based rating scale and share it with the students before they experiment with technology skills when accessing information. Use the rating scale to assess how well students are able to use a variety of tools to access information and ideas and use visual and auditory cues to identify important information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Make Sense of Information

Students will be able to:

- 3.2.5** recognize organizational patterns of oral, print, visual and multimedia text and skim, scan and listen for key words and phrases.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present an example of a text, e.g., a newspaper article, and demonstrate to students how it is typically organized. Highlight where key information is usually located. Divide the class into pairs and present a second text. Have the students scan the text, highlight key words and main ideas in informational text for study and quick review.

Revisit this activity throughout the year and vary the text form.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize organizational patterns of texts?
- skim, scan and listen for key words and phrases?

Rating Scale

Create an outcome-based rating scale and share it with the students before they highlight key words and main ideas in informational texts. Use the rating scale to assess how well students are able to recognize organizational patterns of oral, print, visual and multimedia text and skim, scan and listen for key words and phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Organize Information

Students will be able to:

3.3.1 organize information and ideas into categories, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief review with students of ways to organize information into categories; e.g., story grammar, story mapping, webbing. Have the students use *¿Quién?* (Who?) *¿Qué?* (What?) *¿Dónde?* (Where?) *¿Por qué?* (Why?) *¿Cuándo?* (When?) and *¿Cómo?* (How?) as categories to provide a structure for organizing information.

Revisit this activity throughout the year and vary the text form and strategy used to organize information.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- organize information and ideas into categories, using a variety of strategies?

Anecdotal Notes

Observe students as they use the five Ws as categories to organize gathered information. Note and record how well they are able to organize information and ideas into categories, using a variety of strategies (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Record Information

Students will be able to:

3.3.2 make notes of key words, phrases and images by subtopics and cite authors and titles of sources appropriately.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students collect and record information on lifestyles in specific Spanish-speaking countries under such headings as food, dress, holidays, sports and recreation. Ensure the students record sources using a template such as:

Título (Title): _____

Autor (Author): _____

Publicador (Publisher): _____

Fecha (Date): _____

In the bibliography, students should use a format that reflects standard bibliographic citations; e.g., Author. *Title of Work*. Place of publication: publisher, date.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make notes of key words, phrases and images by subtopics?
- cite authors and titles of sources appropriately?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they collect information and cite sources used. Students use the checklist to determine if they are able to make notes of key words, phrases and images by subtopics and cite authors and titles of sources appropriately (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

Evaluate Information

Students will be able to:

- 3.3.3** recognize gaps in the information gathered, and locate additional information needed.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use tools, e.g., graphic organizers or charts, to organize and record information and to see where more information is needed. Encourage the students to work with peers to evaluate each other's research. After the students find gaps in their information, have them locate additional information needed to fill those gaps.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize gaps in the information gathered?
- locate additional information needed?
- locate additional information needed for a particular form, audience and purpose?
- demonstrate understanding of the relationship among content, form, purpose and audience in an inquiry or research project?

Anecdotal Notes

Observe students as they use a variety of tools to record information. Note and record how well they are able to recognize gaps in the information gathered, and locate additional information needed (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Develop New Understanding

Students will be able to:

- 3.3.4** determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups and offer groups a list of mini-research projects. Have the students select an option and then complete the first two columns of a KWL chart. This will help them assess what they need to learn to complete the project. Once students complete the first draft of a research project, have them fill in a reflection guide to reflect on their work so far; e.g.,

<i>Nombre</i> (Name): _____	<i>Fecha</i> (Date): _____
<i>Tema</i> (Theme): _____	
1. <i>Lo que aprendí</i> (What I learned) _____	
2. <i>Preguntas sin respuesta</i> (Unanswered Questions) _____	
3. <i>Lo que hice bien</i> (What I did well) _____	
4. <i>Lo que necesito mejorar</i> (What I need to improve) _____	

Then conference briefly with the students, discuss the reflection guide and offer guidance for further inquiry or research.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- determine information needs during the inquiry or research process?
- discuss and assess inquiry or research experiences and skills?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they fill in a reflection guide. Students use the rating scale to assess how well they are able to determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, print and visual texts, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITY

Guide the students as they record main ideas, characters, settings and main events using story frames, maps or story planners. Have the students work in pairs to develop short bedtime stories in Spanish.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- focus a topic for oral, print and visual texts, using a variety of strategies?

Rating Scale

Create an outcome-based rating scale and share it with the students before they use graphic organizers to plan their texts. Use the rating scale to assess how well students are able to focus a topic for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Choose Text Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Inform students that they will be creating advertisements for an upcoming school event or a Spanish-speaking country being studied. Divide the students into small groups. On the board, create a list of different audiences, e.g., children, adults, tourists, as well as a list of text forms. Instruct the groups to choose one option from each list and create an advertisement using the text form and aimed at that audience.

Revisit this activity throughout the year and have students vary their selections.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of text forms for particular audiences and purposes?

Rubric

Collaboratively create an outcome-based rubric with the students before they create an advertisement for a school event, a field trip or Spanish-speaking country. Use the rubric to assess how well students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Organize Ideas

Students will be able to:

- 4.1.3** develop and arrange ideas in own oral, print and visual texts, using a variety of organizers.

SAMPLE TEACHING AND LEARNING ACTIVITY

Instruct students to select an oral, print or visual text they created earlier in the school year. Lead a brief review on organizers, webs, cerebral charts, network trees, and how to use them. Then have students select an organizer and use it to develop and arrange the ideas they presented in their text.

Revisit this idea throughout the year and have students vary the kind of organizer.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- develop and arrange ideas in own oral, print and visual texts, using a variety of organizers?

Anecdotal Notes

Observe students as they plan and write stories using storyboards. Note and record how well they are able to develop and arrange ideas in own oral, print and visual texts, using a variety of organizers (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Appreciate Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in peer editing after modelling specific guidelines. Have the students participate in an author's chair activity in which a student author reads his or her written drafts or completed works to others. Have the author then request feedback about the piece from the audience. Encourage the audience members to make positive comments related to the characters and events.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- share own stories and creations in various ways?
- give support and offer feedback to peers, using pre-established criteria?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they participate in the author's chair activity. Students use the checklist to determine if their peers are able to share own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Revise Content

Students will be able to:

4.2.2 revise to create an interesting impression and check for sequence of ideas.

SAMPLE TEACHING AND LEARNING ACTIVITY

As students work on a presentation, remind them of the importance of creating an interesting impression as well as a logical sequence of ideas. Present students with an organizer like a network tree or a cerebral chart. Encourage students to use the organizer to check the sequence of ideas in the presentation. Lastly, have the students practise their presentation in front of a partner. Have the partners assess the impression of the presentation and provide tips or suggestions on how to make the presentation more interesting.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- revise to create an interesting impression and check for sequence of ideas?

Anecdotal Notes

Observe students as they participate in revision procedures using an organizer, then in partners. Note and record how well they are able to revise to create an interesting impression and check for sequence of ideas (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Enhance Legibility

Students will be able to:

4.2.3 write legibly, and use word processing when composing and revising.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a word processing program to complete and revise a thank-you card for a guest speaker. The card should contain a brief summary of the visit and what the students learned. Have the students then use their best handwriting to write out the text and sign the card.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- write legibly?
- use word processing when composing and revising?

Rating Scale

Create an outcome-based rating scale and share it with the students before they create thank-you cards for a guest speaker. Use the rating scale to assess how well students are able to write legibly, and use word processing when composing and revising (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language and sentence patterns to clarify and enhance ideas.

SAMPLE TEACHING AND LEARNING ACTIVITY

Write a simple sentence on the board and guide the students as they add more description to the sentence. Have the students then add two to three more sentences, each time aiming to clarify and enhance the first one. Ask the students to then work in groups to create short stories based on what was written.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- choose descriptive language and sentence patterns to clarify and enhance ideas?

Anecdotal Notes

Observe students as they practise making sentences more descriptive, interesting and clear. Note and record how well they are able to choose descriptive language and sentence patterns to clarify and enhance ideas (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Enhance Presentations

Students will be able to:

- 4.2.5** use effective openings and closings that attract and sustain reader or audience interest.

SAMPLE TEACHING AND LEARNING ACTIVITY

Model how to create effective openings and closings for a piece of work by planning and rearranging text and illustrations. Display a range of openings and closings for the students to demonstrate a range of effectiveness and interest.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use effective openings and closings that attract and sustain reader or audience interest?

Anecdotal Notes

Observe students as they discuss how to create effective openings and closings. Note and record how well they are able to use effective openings and closings that attract and sustain reader or audience interest (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Grammar and Usage

Students will be able to:

4.3.1 identify and eliminate sentence fragments.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students learn and use peer-editing strategies. Ask them to work in pairs to edit one another's original texts for complete sentences. Have the students take turns reading their work while their partners monitor it for complete sentences. Have the authors then make these changes independently.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify and eliminate sentence fragments?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they edit the written work of others for complete sentences. Students use the checklist to determine if their peers are able to identify and eliminate sentence fragments (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Spelling

Students will be able to:

- 4.3.2** understand spelling conventions, using a variety of spelling patterns when editing and proofreading, and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in pairs to edit one another's work for spelling. Ensure each student has a copy of his or her partner's work. Have the students read the piece together and identify misspelled words, using their knowledge of spelling patterns. Reading from the end of the text to the beginning may help some students to focus on the spelling. Orally provide a list of new and unfamiliar words and have students incorporate the new vocabulary into the work. Encourage the students to confirm the correctness of the spelling of words, by:

- checking on class charts, in dictionaries and in other texts
- using a spell checker
- asking other students.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- understand spelling conventions?
- use a variety of spelling patterns when editing and proofreading?
- predict the spelling of unfamiliar words, using a variety of resources to confirm correctness?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they edit one another's work. Students use the checklist to determine if their peers are able to understand spelling conventions, using a variety of spelling patterns when editing and proofreading, and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Capitalization and Punctuation

Students will be able to:

- 4.3.3** use writing conventions, and apply these conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITY

With the class, create a checklist of expected writing conventions (what a good piece of writing includes) in Spanish. Post the list in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation differ in Spanish and English to some degree. Have the students practise using these conventions on a piece of text and use one checklist for reference.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use writing conventions, and apply these conventions when editing and proofreading?

Anecdotal Notes

Observe students as they participate in creating a list of expected writing conventions. Note and record how well they are able to use writing conventions, and apply these conventions when editing and proofreading (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students complete a checklist on presentation planning with guidance. Then have the students develop multimedia presentations using appropriate software to share information on a topic they have researched.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they plan their presentations. Students use the checklist to determine if they are able to prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** use gestures and facial expressions to enhance oral presentations and use emphasis and appropriate pacing, and arrange presentation space, to focus audience attention.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students, working in small groups, rehearse a readers' theatre script to convey a specific emotion assigned, such as joy, anger, sadness or excitement. Assign each group of students a different emotion but provide them with the same script. Have the students present the script using appropriate expression and intonation to match the assigned emotion. Lead a brief class discussion on how different volume, intonation and expression convey meaning, and how the use of emphasis, pacing and presentation space focusses audience attention. Have students provide examples of these differences during the discussion.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use gestures and facial expressions to enhance oral presentations?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they rehearse a readers' theatre script to convey a specific emotion. Use the checklist to assess if students are able to use gestures and facial expressions to enhance oral presentations and use emphasis and appropriate pacing, and arrange presentation space, to focus audience attention (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Attentive Listening and Viewing

Students will be able to:

4.4.3 show respect for the presenter through active listening and viewing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITY

After listening to a classmate's or other speaker's presentation, have the students demonstrate that they have actively listened and paid attention by writing a brief summary of what they learned. Encourage the students to focus on positive aspects of the presentation and write their summaries in a respectful manner.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- show respect for the presenter through active listening and viewing behaviours?

Rating Scale

Create an outcome-based rating scale and share it with the students before they listen to a speaker. Use the rating scale to assess how well students are able to show respect for the presenter through active listening and viewing behaviours, as they state something they learned or found interesting about the presentation (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 Develop and Celebrate Community

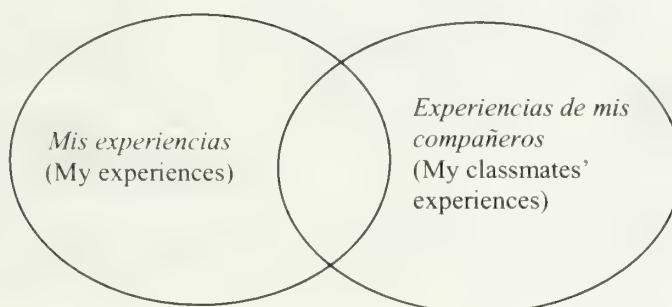
Share and Compare Responses

Students will be able to:

5.1.1 acknowledge differing responses to common experiences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students explore their own and others' experiences after discussing a topic. Have them complete a Venn diagram and then use their findings from the diagram to evaluate similarities and differences.



SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- acknowledge differing responses to common experiences?

Rating Scale

Create an outcome-based rating scale and share it with the students before they explore their own and others' ideas on a topic. Use the rating scale to assess how well students are able to acknowledge differing responses to common experiences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Relate Texts to Culture

Students will be able to:

- 5.1.2** discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading and discussing a selection of legends and folk tales from various cultures, have the students choose their favourites and talk about their selections with peers.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they talk about the legend or folk tale that they chose, in order to explore each others' ideas. Students use the checklist to determine if their peers are able to discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Appreciate Diversity through Texts

Students will be able to:

- 5.1.3** connect the actions of individuals in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students choose a famous individual from a Spanish-speaking country to research. Ask them to use a biography template and prepare a short biography of that person. Have the students compare the individual's life to their own and note the similarities and differences.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- connect the actions of individuals in texts to personal experiences?

Rubric

Collaboratively create an outcome-based rubric with the students before they prepare short biographies of famous people from a Spanish-speaking country. Use the rubric to assess how well students are able to connect the actions of individuals in oral, print, visual and multimedia texts to personal experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Celebrate Special Occasions

Students will be able to:

- 5.1.4** select and use language appropriate in tone and form to recognize and honour people and events.

SAMPLE TEACHING AND LEARNING ACTIVITY

Involve the students in generating specific language to acknowledge special events and honour accomplishments. Have the students then compose thank-you letters after a visit from a special guest or help from a volunteer using the appropriate language learned.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- select and use language appropriate in tone and form to recognize and honour people and events?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they compose thank-you letters to a special guest or volunteer. Students use the checklist to determine if their peers are able to select and use language appropriate in tone and form to recognize and honour people and events (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Cooperate with Others

Students will be able to:

5.2.1 distinguish between on-task and off-task ideas and behaviours in a group.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with the students on problem-solving strategies or steps to assist them in cooperative activities. Have the students then role-play group work situations that highlight on-task and off-task behaviours and discuss their skit with the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- distinguish between on-task and off-task ideas and behaviours in a group?

Anecdotal Notes

Observe students as they discuss and role-play group work situations. Note and record how well they are able to distinguish between on-task and off-task ideas and behaviours in a group (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Work in Groups

Students will be able to:

5.2.2 assume the responsibilities for various group roles.

SAMPLE TEACHING AND LEARNING ACTIVITY

After listening to a story, assign groups of students to represent the story in a storyboard format. Have the students assign roles for members of the groups, making sure everyone has a task to accomplish. For example, one student takes responsibility for recording the group's ideas during discussion and another student volunteers to do the pictures for the storyboard.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- assume the responsibilities for various group roles?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they take on specific responsibilities while discussing a story in groups. Use the checklist to assess if students are able to assume the responsibilities for various group roles (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use when communicating orally.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to help prepare charts of appropriate language and nonverbal behaviours to use in a variety of situations and post them in the classroom for future reference; e.g.,

<i>Con amigos</i> (With friends)	<i>Con adultos, profesores</i> (With adults, teachers)	<i>Con familia</i> (With family)
<i>¿Qué se ve?</i> (What does one see?)	<i>¿Qué se oye?</i> (What does one hear?)	<i>¿Qué se dice?</i> (What does one say?)

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- demonstrate sensitivity to appropriate language use when communicating orally?

Anecdotal Notes

Observe students as they prepare charts of appropriate language and nonverbal behaviours. Note and record how well they are able to demonstrate sensitivity to appropriate language use when communicating orally (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Evaluate Group Process

Students will be able to:

5.2.4 assess group process, using checklists, and determine areas for development.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students participate in a group activity in which specific roles were assigned to each group member, have them complete checklists to assess how effectively their group worked together on the assigned project.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- assess group process, using checklists, and determine areas for development?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they assess how effectively their group worked together on a project. Students use the checklist to determine if they are able to assess group process and determine areas for development (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Sound-Symbol System

Students will be able to:

- 6.1.1** use, independently, in oral and written situations, all elements of the sound-symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITY

Select unfamiliar vocabulary words for dictation and put them into meaningful sentences, making sure to pronounce words clearly and accurately. Have the students listen carefully and write words and sentences as they are read. Divide the students into pairs or small groups and have them check their work against a master list and repeat the process with only those words that were problematic or incorrect.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use, in oral and written situations, all elements of the sound-symbol system?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they complete dictations of unfamiliar vocabulary. Students use the checklist to determine if their peers are able to use, independently, in oral and written situations, all elements of the sound-symbol system (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

- 6.1.2** use vocabulary and expressions appropriately in classroom, school and community contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to participate in a weekly activity either at the beginning or end of the week. Students sit in a circle and have the opportunity to ask and answer questions and share information. Encourage the students to refer to thematic vocabulary charts and/or the classroom Word Wall to support conversation.

Revisit this activity throughout the year and vary the context.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use vocabulary and expressions appropriately in classroom and school contexts?

Rating Scale

Create an outcome-based rating scale and share it with the students before they participate in a weekly sharing circle. Use the rating scale to assess how well students are able to use vocabulary and expressions appropriately in classroom, school and community contexts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled situations,[★] the following grammatical elements:

- object pronouns—direct: *me, te, le, la, lo ...*
- reflexive verbs
- adverbs—manner, place, time, frequency and ending in *-mente*

★ **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Prepare a set of illustrations describing a typical daily routine. Each drawing should contain an action that uses a reflexive verb; e.g., *Me levanto*. (I get up.) Have the students arrange the drawings into a reasonable, logical order, and then explain the routine to the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use the specific grammatical elements?

Rating Scale

Create an outcome-based rating scale and share it with the students before they complete the grammar activity. Use the rating scale to assess how well students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in structured situations,* the following grammatical elements.

- preterite
- commands for commonly used verbs
- commands—negative form
- prepositions
- imperfect
- object pronouns—indirect: *me, te, le, nos, os, les, se*
- object of prepositions: *mí, ti, él, ella, usted ...*

★ **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into groups of four. When the signal to begin is given, have each student, in turn, contribute an idea orally—a word, a phrase or sentence.

For example, group the students into fours and ask them to say a sentence using a verb in the preterite. The first student could start by saying, “*Ayer yo estudié español.*” (Yesterday I studied Spanish.) The next would follow by saying, “*Ayer él estudió español y yo trabajé con mi mamá.*” (Yesterday he studied Spanish and I worked with my mother.) Then the next student would follow by saying, “*Ayer ella trabajó con su mamá y yo jugué fútbol.*” (Yesterday she worked with her mother and I played soccer.) The activity continues until most students have offered a sentence. The process could be repeated using a different sentence stem.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Rating Scale

Create an outcome-based rating scale and share it with the students before they complete the grammar activity. Use the rating scale to assess how well students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

- 6.1.3** use, independently and consistently,* the following grammatical elements.
- agreement with adjectives
 - demonstrative:
 - adjectives *este/esta/estos/estas* ...
 - pronouns *éste/ésta/éstos/éstas* ...
 - noun and verb agreement
 - present tense of most frequent verbs: *ar/er/ir nos/os/les gusta/n*
 - comparative and superlative
 - possessive pronouns: *mío, tuyo* ...
 - present progressive: *estar* + gerund
 - reflexive verbs of frequent use: *lavarse, peinarse, etc.*
 - near future: *ir a* + infinitive
 - diminutive
 - superlative *-ísimo*

- ★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

Grammatical elements that the student is able to use independently and consistently are to be maintained for the duration of the student's bilingual programming.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students prepare flash cards with different reflexive verbs written on them; e.g., *lavarse, peinarse, sentarse, pararse* (to wash oneself, to comb one's hair, to sit down, to stop oneself). Have the students take their flash cards and form an Inside-Outside circle. The students in the inside circle show their partners a reflexive verb and the partners say a sentence using that verb. The students on the outside circle then show their partners in the inside circle one of their flash cards and have them use the reflexive verb in a sentence. Have the students repeat this process until you signal the inside circle to move to the right and switch partners.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use the specific grammatical elements?

Rating Scale

Create an outcome-based rating scale and share it with the students before they complete the grammar activity. Use the rating scale to assess how well students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly, and apply these features for effect.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into partners and provide each group with three copies of a small text that has had all punctuation removed. Have the students punctuate the text, but encourage them to punctuate each version differently in order to create a different effect. Lead a brief class discussion on punctuation and ask for student examples of different effects.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic mechanical features correctly?
- apply basic mechanical features for effect?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they punctuate a text for effect. Students use the checklist to determine if their peers are able to use basic mechanical features correctly, and apply these features for effect (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

- 6.1.5** use basic discourse features in oral, print and visual texts, and apply these features for effect.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students write paragraphs instructing others how to do a task using a sequence-writing graphic organizer. Provide them with a list of words to use in sequencing; e.g., *primero* (first), *segundo* (second), *después* (then), *finalmente* (finally). Have them then present their paragraphs to the class and verify that their language use is correct.

Revisit this activity throughout the year and vary the text form.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic discourse features in print texts, and apply these features for effect?

Rating Scale

Create an outcome-based rating scale and share it with the students before they write paragraphs using a sequence-writing graphic organizer. Use the checklist to assess how well students are able to use basic features in oral, print and visual texts, and apply these features for effect (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to and view each other's digital slide show presentations. Have the students write down two or three points they learned. Have the students use a 3–2–1 method to record three things they learned, two things they knew and one thing they still have a question about.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- listen to and understand the main points of an oral presentation on a familiar topic?
- demonstrate understanding of an oral or media presentation in a structured situation?
- demonstrate understanding of an oral or media presentation in an unstructured situation?

Observation Checklist

Create an outcome-based checklist and share it with the students before they present their digital slide show presentations to the class. Use the checklist to assess if students are able to listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in an Inside–Outside circle activity. Pose a topic of discussion and have the inside circle students speak to their partners on the topic. Have the circles rotate so new partners are made. Pose another topic.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce a spontaneous oral presentation on a familiar topic?

Observation Checklist

Create an outcome-based checklist and share it with the students before they participate in the Inside–Outside circle activity. Use the checklist to assess if students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Reading

Students will be able to:

- 6.2.3** read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students analyze a set of recipes and decide which ones go together to form a three-to five-course meal. The students then write a description of the meal.

Alternative activity:

Have the students find a location on a city map by reading a tourist guide and then tell their partners how to find it.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- read and understand a series of interrelated ideas dealing with a familiar topic in a structured situation?

Rubric

Collaboratively create an outcome-based rubric with the students before they read the recipes and organize their own three-to five-course meal. Use the rubric to assess how well students are able to read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief brainstorm with the class and collect ideas for a letter to a classroom in a Spanish-speaking country. The letter should describe what life is like in a Spanish bilingual classroom in Alberta.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce, with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they brainstorm ideas for a letter to a pen pal classroom. Students use the checklist to determine if they are able to produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Viewing

Students will be able to:

6.2.5 view and understand a series of simple events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Ask the students to read comic strips or storyboards with no words. Have them work in small groups to decide what is happening in the comic or storyboard.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- view and understand a series of simple events and/or representations?

Rating Scale

Create an outcome-based rating scale and share it with the students before they view a wordless comic strip or storyboard. Use the rating scale to assess how well students are able to view and understand a series of simple events and/or representations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

6.2.6 create multiple representations of the same ideas, events and/or information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students individually decide on careers in which they are interested. Have them then think about different ways to represent these careers. For example, what symbol best represents that career? What sound? Where would one typically practise that profession? What smells are associated with it? Encourage the students to be creative with their representations and then present them to the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- create multiple representations of the same ideas, events or information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they prepare multiple representations of a career and present them to the class. Students use the checklist to determine if they are able to create multiple representations of the same ideas, events and/or information (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Register

Students will be able to:

6.3.1 use formal and informal language in familiar situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students role-play meeting and greeting various visitors in their classroom using the proper and acceptable greetings in each situation; e.g., clergy, government officials, school officials, guest speakers, parents, students, teachers.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use formal and informal language in familiar situations?

Anecdotal Notes

Observe students as they role-play meeting and greeting various officials. Note and record how well they are able to use formal and informal language in familiar situations (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions to enhance communication.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with a text of a dialogue; e.g., an excerpt from a play. Lead a brief discussion of the dialogue and ascertain with students the main message. Divide the students into groups and have the students use idiomatic expressions collected in their personal dictionaries as the basis for a rewrite of the dialogue. Have them choose one or two idioms they find interesting, and develop three to five line skits that they feel would improve the communication of the message.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use learned idiomatic expressions to enhance communication?

Rating Scale

Create an outcome-based rating scale and share it with the students before they present skits. Use the rating scale to assess how well students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Variations in Language

Students will be able to:

6.3.3 experience a variety of regional variations in language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students regularly view videos or listen to audio recordings in which Spanish from a variety of Spanish-speaking countries is spoken. Encourage the students to focus on the regional variations of Spanish and note down differences they perceive.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- experience a variety of regional variations in language?

Anecdotal Notes

Observe students as they are exposed to Spanish from a variety of Spanish-speaking countries. Note and record how well they are able to experience a variety of regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social Conventions

Students will be able to:

6.3.4 recognize simple social conventions in informal conversations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Brainstorm with the students and establish Language Ladders for expressing gratitude, disagreement, acceptance and refusal. Encourage the students to use the vocabulary regularly in class.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- recognize simple social conventions in informal conversations?

Anecdotal Notes

Observe students as they brainstorm and establish Language Ladders for expressing various sentiments and use them regularly in class. Note and record how well they are able to recognize simple social conventions in informal conversations (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 use appropriate nonverbal behaviours in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief brainstorm on appropriate nonverbal behaviours, and then have the students play charades to practise them.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they play charades. Use the checklist to assess if students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., identify similarities and differences between aspects of the language being learned and their own language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Using a familiar text passage, have the students highlight verbs, adjectives and adverbs with highlighter pens, and later sort these words. Have the students exchange their work with partners and assess each other's work.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- group sets of things, such as vocabulary or structures with similar characteristics?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they highlight the parts of a sentence. Students use the checklist to determine if their peers are able to group together sets of things, such as vocabulary or structures with similar characteristics (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check copied writing for accuracy.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students regularly select samples of their daily work for their portfolios and make observations on their progress in learning Spanish. Summaries of these observations can be shared with parents during parent-teacher conference meetings.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- reflect on learning tasks with the guidance of their teacher?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they select samples of their daily work for their portfolio. Students use the rating scale to assess how well they are able to reflect on learning tasks with guidance of their teacher (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or nonacceptance by more experienced speakers.

SAMPLE TEACHING AND LEARNING ACTIVITY

Following a self-reflection or self-assessment activity, have the students identify an area they want to improve on. Group the students according to their needs or wants and have them work together to develop a plan to improve the areas identified.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- work cooperatively with peers in small groups?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they work with others to plan for improvement. Students use the checklist to assess how well they are able to work cooperatively with peers in small groups (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when the message has not been understood.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use the questions *¿Quién?* (Who?) *¿Qué?* (What?) *¿Cuándo?* (When?) *¿Dónde?* (Where?) *¿Cómo?* (How?) and *¿Por qué?* (Why?) to check for understanding when conversing with other students. Also encourage them to practise repeating what someone has said to confirm mutual understanding.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- repeat part of what someone has said to confirm mutual understanding?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they ask questions and repeat what someone has said to confirm understanding. Students use the checklist to determine if their peers are able to repeat part of what someone has said to confirm mutual understanding and ask follow-up questions to check for understanding (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies; e.g., use knowledge of the sound-symbol system to aid reading comprehension.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a new and slightly challenging text that is accompanied by illustrations. After the first reading, have the students briefly reflect on how the illustrations aided their comprehension of the text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use illustrations to aid reading comprehension?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they use illustrations to comprehend a text. Students use the rating scale to assess how well they are able to use illustrations to aid reading comprehension (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Productive

Students will be able to:

- 6.5.3** identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Using either repetitive or cumulative stories as a model, have the students use both forms to create their own stories with illustrations.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use familiar repetitive patterns to compose written text?

Rubric

Collaboratively create an outcome-based rubric with the students before they create their own stories with illustrations based on a model. Use the rubric to assess how well students are able to use familiar repetitive patterns to compose written text (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g. write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task.

SAMPLE TEACHING AND LEARNING ACTIVITY

When coming across a new word in speech or writing, encourage the students to connect what they already know with the new word. For example, they hear the word *extra-terrestre* and relate it to the word in English, extra-terrestrial. Use these words as a spring board for a discussion on word families.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- connect what is already known with what is being learned?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they figure out new words. Use the checklist to assess if students are able to connect what is already known with what is being learned (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task.

SAMPLE TEACHING AND LEARNING ACTIVITY

Assign the students a task; e.g., write a biography, make a fruit salad, plan a class party. Have them brainstorm the steps they will take to complete the task. On a personal goal-setting form, have the students not only set goals related to the task, but indicate how they will achieve them and what would happen if the goals were not achieved.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make a plan in advance about how to approach a task?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they plan how to approach a task. Students use the checklist to assess how well they are able to make a plan in advance about how to approach a task (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try, even though they might make mistakes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to brainstorm words and phrases that would assist them to work cooperatively with other students; e.g., *Te toca a ti ...* (It's your turn ...) *¿Qué tengo que hacer yo?* (What do I have to do?) *¿Está bien?* (How are you?) *¡Bien hecho!* (Well done!) Post these phrases in the classroom for future reference.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use social interaction skills to enhance group learning activities?

Anecdotal Notes

Observe students as they participate in brainstorming words and phrases to use when working cooperatively with others. Note and record how well they are able to use social interaction skills to enhance group learning activities (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Understanding Self-identity

Students will be able to:

7.1.1 identify influences on development of one's self-concept and self-identity.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students develop mind maps about their home lives. After the students generate a variety of ideas in their mind maps, have them organize the ideas into categories. When the mind maps are completed, have the students share them with the class and discuss how elements from their mind maps influence their identities.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify influences on development of one's self-concept and self-identity?

Rubric

Collaboratively create an outcome-based rubric with the students before they develop mind maps about their home lives. Use the rubric to assess how well students are able to identify influences on development of one's self-concept and self-identity (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Developing Positive Self-identity

Students will be able to:

- 7.1.2** recognize that individuals change in many ways, and that perception of oneself can change over time and depending on one's context.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create time line projects depicting how their likes and dislikes for things, such as food and music, have changed over time.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize that individuals change in many ways?
- recognize that perception of oneself can change over time?

Rating Scale

Create an outcome-based rating scale and share it with the students before they develop their time lines of likes and dislikes. Use the rating scale to assess how well students are able to recognize that individuals change in many ways, and that perception of oneself can change over time and depending on one's context (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Valuing Spanish and the Cultures of the Spanish-speaking World

Students will be able to:

- 7.1.3** identify immediate and lifelong personal benefits derived from studying language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students divide a blank sheet of paper in two. On one side have them write the year as a title, and on the other side they write *En 20 años* (In 20 years). Have the students then work in small groups and to compile lists of advantages studying Spanish language has brought them. The list can include symbols, drawings and pictures as well as text.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- identify immediate and lifelong personal benefits derived from studying language and culture?
- identify the benefits of knowing the Spanish language and culture?
- understand some of the benefits of second language learning?
- share ideas and opinions willingly?

Observation Checklist

Create an outcome-based checklist and share it with the students before they work together to compile a list of advantages Spanish has brought them. Use the checklist to assess if students are able to identify immediate and lifelong personal benefits derived from studying language and culture (see sample blackline master in Appendix E: Observation Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Valuing Multilingualism/Multiculturalism

Students will be able to:

- 7.1.4** recognize the uniqueness of multilingual/multicultural education in a Canadian context.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students, working in small groups, peruse a variety of promotional materials, e.g., brochures, videos and posters, in support of bilingual education across Canada. Ask them to identify key points and messages and work as a class to translate this information into Spanish. Have them create a poster, brochure and advertisement to promote their bilingual school's program.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize the uniqueness of multilingual/multicultural education in a Canadian context?

Rating Scale

Create an outcome-based rating scale and share it with the students before they create advertisement materials to promote their bilingual school's program. Use the rating scale to assess how well students are able to recognize the uniqueness of multilingual/multicultural education in a Canadian context (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

Historical Elements

Students will be able to:

- 7.2.1** explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students select a Spanish-speaking country for a research report. The report must contain information such as country traditions, important historic events and important historic figures. The information is presented using oral and written text, accompanied by visuals. Encourage the students to bring authentic materials to the presentation, such as folk songs and instrumental music of the region, *artesanía* (arts and crafts) or photos.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world?

Rubric

Collaboratively create an outcome-based rubric with the students before they create and present a report on a Spanish-speaking country. Use the rubric to assess how well students are able to explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Contemporary Elements

Students will be able to:

- 7.2.2** explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Share a biography of a contemporary Hispanic athlete, scientist, author, musician or artist. Working in cooperative learning groups, have the students complete a follow-up activity; e.g., make a poster, create a display table, prepare an illustrated time line, or create a collage using words and phrases highlighting that person's talents and contributions. Have the students invite other classes to visit and view their work.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world?

Rating Scale

Create an outcome-based rating scale and share it with the students before they complete a presentation on a contemporary Hispanic person. Use the rating scale to assess how well students are able to explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Diversity

Students will be able to:

- 7.2.3** explore diversity of the cultures of the Spanish-speaking world at the provincial level.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite guests from the community who represent different Spanish countries and cultures. Ask them to talk to students about the various Spanish cultural organizations and businesses in their community. Have the students use the information and create visual representations of the diversity of Spanish language and culture in their community and the province as a whole.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore diversity of the cultures of the Spanish-speaking world at the provincial level?

Anecdotal Notes

Observe students as they create representations depicting the diversity of the Spanish-speaking world in their community and province. Note and record how well they are able to explore diversity of the cultures of the Spanish-speaking world at the provincial level (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Change

Students will be able to:

- 7.2.4** explore and reflect on change in the cultures of the Spanish-speaking world within Canada.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students identify Spanish cultural celebrations and traditions that exist in Canada but are not widely celebrated in all Spanish-speaking countries; e.g., *Fiesta de Rosas*, *Quinceañera*, *El Día de la Hispanidad*. Discuss why these celebrations and traditions may have developed in Canada.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and reflect on change in the cultures of the Spanish-speaking world within Canada?

Anecdotal Notes

Observe students as they identify Spanish cultural celebrations and traditions that exist in Canada but are not widely celebrated in all Spanish-speaking countries. Note and record how well they are able to explore and reflect on change in the cultures of the Spanish-speaking world within Canada (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Positive Group Membership

Students will be able to:

- 7.3.1** develop skills that promote open, authentic relationships with others in class and school.

SAMPLE TEACHING AND LEARNING ACTIVITY

Twin the students with another school class outside the Spanish program to work together on a common activity; e.g., do a holiday craft, celebrate *Cinco de Mayo* (5th of May), play in a soccer tournament.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- develop skills that promote open, authentic relationships with others in the school?

Rating Scale

Create an outcome-based rating scale and share it with the students before they work together with members of another class outside the Spanish program. Use the rating scale to assess how well students are able to develop skills that promote open, authentic relationships with others in class and school (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Diversity

Students will be able to:

7.3.2 explore, compare and reflect on how diversity in Canada has an impact on self.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm the different foods they have eaten and/or different cultural practices they have participated in; e.g.,

Food

Spanish (paella, tapas)
Chinese (chow mein)
Ukrainian (varenyky)
Italian (pasta)
Arabic (tabouleh)
Indian (curry)
Jewish (blintz)
Japanese (sushi)

Cultural

Spanish Christmas tree
Sing Channuka songs
First Nations moccasins

Have the students then work in small groups and discuss how these experiences have influenced their lives.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore, compare and reflect on how diversity in Canada has an impact on self?

Anecdotal Notes

Observe students as they brainstorm and note the different foods they have eaten and/or different cultural practices they have participated in. Note and record how well they are able to explore, compare and reflect on how diversity in Canada has an impact on self (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Similarity

Students will be able to:

- 7.3.3** explore, compare and reflect on common human needs and experiences of Canadians.

SAMPLE TEACHING AND LEARNING ACTIVITY

In small groups, have the students research the various cultural groups and organizations that exist in their community, province and in Canada. Invite representatives from those organizations to speak to students. Have the students then prepare brief reports on what the organizations had in common.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore, compare and reflect on common human needs and experiences of Canadians?

Observation Checklist

Create an outcome-based checklist and share it with the students before they research various cultural groups and organizations. Use the checklist to assess if students are able to explore, compare and reflect on common human needs and experiences of Canadians (see sample blackline master in Appendix E: Observation Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Contributing to Community

Students will be able to:

7.3.4 demonstrate concern for the quality of one's work in and out of school.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the class decide on a community service project or school project to undertake. Ask the students to create webs or checklists to determine all the different people who could benefit from the project. Have the students discuss the various responsibilities involved and what they will need to be successful.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- demonstrate concern for the quality of one's work in and out of school?

Rating Scale

Create an outcome-based rating scale and share it with the students before they decide on a community or school service project to undertake. Use the rating scale to assess how well students are able to demonstrate concern for the quality of one's work in and out of school (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Responsible Citizenship

Students will be able to:

- 7.4.1** recognize the positive and negative aspects of the consequences of one's actions and demonstrate honesty and reliability in a variety of situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students write situational sketches, rehearse them and present them to the class or to other classes in the school. For example:

- cheating on a test
- taking someone's belongings
- lying to a parent or teacher to avoid consequences.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize the positive and negative aspects of the consequences of his or her actions?
- demonstrate honesty and reliability in a variety of situations?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they write situational sketches. Use the checklist to assess if students are able to recognize the positive and negative aspects of the consequences of one's actions and demonstrate honesty and reliability in a variety of situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Interdependence

Students will be able to:

- 7.4.2** examine the role of the individual in group activities and reflect on effectiveness of own contributions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students complete a self-evaluation after working in a group; e.g., My contribution to the group was ...

- *Yo escucho las ideas de los otros miembros de mi grupo.* (I listen to my group members' ideas.)
- *Yo expreso mis opiniones de una manera apropiada.* (I express my opinions in an appropriate manner.)
- *Yo felicito a los otros miembros de mi grupo por sus ideas.* (I congratulate my group members on their ideas.)

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- examine the role of the individual in group activities?
- reflect on effectiveness of own contributions?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create a self-evaluation. Students use the checklist to determine if they are able to examine the role of the individual in group activities and reflect on effectiveness of own contributions (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Intercultural Skills

Students will be able to:

- 7.4.3** recognize and respect individual differences and recognize the worth of every individual.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create artwork using Spanish words to describe themselves, and represent their uniqueness; e.g., pastels, pencil drawings, markers, paint and textures. Ask the students to give each other specific, positive feedback, in writing, on their art creations. Organize a gallery walk to view each other's work.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize and respect individual differences?
- recognize the worth of every individual?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create artwork describing themselves. Students use the checklist to determine if their peers are able to recognize and respect individual differences and recognize the worth of every individual (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Future Opportunities

Students will be able to:

- 7.4.4** identify individual strengths and areas for further development and establish personal goals and action plans.

SAMPLE TEACHING AND LEARNING ACTIVITY

Each week have the students complete learning log entries outlining goals for different subjects. Have them also state what they did well that week and what needs improvement.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify his or her individual strengths?
- identify areas for further development?
- establish personal goals and action plans?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they engage in weekly learning log reflections. Students use the checklist to determine if they are able to identify individual strengths and areas for further development and establish personal goals and action plans. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Express Ideas

Students will be able to:

- 1.1.1** use exploratory language to discover individual interpretations and share personal responses.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into small groups and give each group a random photograph or picture. Have each member analyze the picture and develop a sense of what is happening in it. After a few minutes, have the group members share their interpretations and ask questions about the interpretations of others. Have the students come to a group consensus as to what is happening.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use exploratory language to discover individual interpretations and share personal responses?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they discuss their interpretations of the picture. Students use the checklist to determine if they are able to use exploratory language to discover individual interpretations and share personal responses (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Consider Others' Ideas

Students will be able to:

- 1.1.2** select from ideas and observations of others to develop thinking and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into pairs and provide them with topics that the class can debate. Have one student of each pair take a side and the other take the opposite position. Have them debate and then write about it. Did their partner raise good points? Did they change their minds?

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- select from ideas and observations of others to develop thinking and understanding?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the debate activity. Students use the checklist to determine if they are able to select from ideas and observations of others to develop thinking and understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a class discussion on the different ways one can communicate a message. Inquire what ways students have experimented with and why. Then have the students select their favourite book and an effective way to encourage others to read it. Students may:

- make a soap sculpture of the main character
- create a mobile illustrating five major events
- write a letter to a friend describing opinions and feelings about the book and whether or not the friend should read it
- make a movie poster sharing information about the book
- dramatize a favourite scene.

Revisit this activity throughout the year, varying the form of expression and having students select the personal purpose.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and experiment with a variety of forms of expression for particular personal purposes?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for their book presentations. Students use the checklist to determine if their peers are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Express Preferences

Students will be able to:

- 1.1.4** assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the class into small groups and provide each group with a collection of popular oral, print, visual or multimedia texts. Have each group analyze the collection and describe its strengths and weaknesses. After a short period of time, have the groups exchange text collections. Lastly, lead the students in a media talk. Ask them to express why they prefer a certain form of media over another; e.g., oral versus print.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- discuss preferences for particular forms?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the media talk. Use the checklist to assess if students are able to assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Set Goals

Students will be able to:

- 1.1.5** assess personal language use and set personal goals to enhance language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into pairs and provide each pair with a short, unfamiliar dialogue. Have the students record themselves as they recite the dialogue and instruct them to assess their recordings. Based on this analysis, ask students to reflect on their personal use of Spanish and set goals to improve.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- assess personal language use?
- set personal goals to enhance language learning and use?

Learning Log

Have students reflect on their learning and how well they were able to assess personal language use and set personal goals to enhance language learning and use.

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Develop Understanding

Students will be able to:

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into small groups and have them brainstorm and record what they know about a particular topic on a KWL (SQA) chart (*Lo que sé, Lo que quiero saber, Lo que aprendí*) (What I know, What I want to know, What I learned). Have them read a short informational article and then review the information they entered in the “K” column. Instruct students to identify which bits of information are useful in understanding the new text. Upon completion, have them add new information to the chart.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use prior knowledge and experiences selectively to make sense of new information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the KWL chart. Students use the checklist to determine if they are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Explain Opinions

Students will be able to:

1.2.2 explain and support personal viewpoints, and revise previous understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present a movie or read a story in which the main character must make a decision or choice. Have the students discuss what they would do if they were in that situation before learning the end of the movie or story. After viewing or reading the end, have the students reflect on whether the final choice of the character changed their opinions. Lastly, students do a Think-Pair-Share to share their opinions regarding the decision.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explain and support personal viewpoints, and revise previous understanding?

Learning Log

After the students view a movie or read a story and reflect on the character's decisions/actions, have them reflect on their learning and how well they were able to explain and support personal viewpoints, and revise previous understanding.

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Combine Ideas

Students will be able to:

- 1.2.3** search for ways to reorganize ideas and information to extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students complete a novel or theme study, have them express their understandings by creating Mind Maps. After their mind maps are complete, have them review their ideas and information and reorganize them in another form; e.g., T-chart, flowchart, Venn diagram, collage.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- search for ways to reorganize ideas and information to extend understanding?

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin their mind maps based on a novel or theme study. Use the rating scale to assess how well students are able to search for ways to recognize ideas and information to extend understanding (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITY

Together with the students, generate interview questions to ask new students in the school or class. Have the students then use the questions to interview each other. Encourage the students to audio or videotape their interviews for presentation in class. This activity can be easily adapted and used at the beginning of the school year to get to know new members of the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- ask a variety of questions to clarify information and develop new understanding?

Observation Checklist

Create an outcome-based checklist for the questions the students must create and use to interview one another. Use the checklist to assess if students are able to ask a variety of questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Antes–Durante–Después (Before–During–After) is a strategy that helps students reflect on what they know, predict what a text will be about and reach tentative conclusions. Encourage the students to make and record connections between what they wrote before and while reading a story, conducting an interview or viewing a video and what they wrote afterward.

Revisit this activity throughout the year and vary the text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the *Antes–Durante–Después* (Before–During–After) activity. Use the checklist to assess if students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies appropriate to the type of text and purpose.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students have read a text, have them practise retelling it, either orally or in written form, in pairs. Then, while one partner retells the story or summarizes the information, the other completes a retelling checklist.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use comprehension strategies appropriate to the type of text and purpose?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for the text retelling. Students use the checklist to determine if their peers are able to use comprehension strategies appropriate to the type of text and purpose (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to brainstorm strategies to help understand the meanings of new words. These strategies are posted in the classroom for student reference; e.g.,

- Look at the parts of the word to see if they give me clues to the meaning.
- Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
- Break the word into syllables and sound it out.
- Decide if the new words look like other words we already know.

After the students have read a new passage, ask them to look for words by providing a definition; e.g., “What word means ...?” Students look for the words in the context of the new text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use textual cues to construct and confirm meaning?

Anecdotal Notes

Observe students as they brainstorm strategies for understanding new vocabulary. Note and record how well they are able to use textual cues to construct and confirm meaning and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

- 2.1.4** use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context.

Cueing Systems

Syntactic Cues: refer to word order and rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students engage in a cloze activity to predict missing words in a passage. Have the students predict the words, by using their knowledge of the topic, word order in Spanish and looking at the words before and after the blank space. As a summary, have the students look up any new or unfamiliar words from the text in a dictionary and then record the word and its definition in their personal dictionary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use cueing systems to construct and confirm meaning?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the cloze activity. Use the checklist to assess if students are able to use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels, and explain preferences for particular types of oral, literary and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading a variety of Latin-American short films, myths, legends and folk tales, have groups of students choose one genre and create a dramatic presentation for the class or other grades. Have them later explain why they chose that particular genre.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- experience texts from a variety of genres and cultural traditions?
- explain preferences for particular types of texts?

Rubric

Collaboratively create an outcome-based rubric with the students before they create dramatic presentations based on a favourite genre. Use the rubric to assess how well students are able to experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels, and explain preferences for particular types of oral, literary and media texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Connect Self, Texts and Culture

Students will be able to:

- 2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with an account of what life was or might have been like for a child from Aztec or Mayan culture. Have the students then work in pairs to complete Venn diagrams comparing their lives with that of the Aztec or Mayan way of life. Have the students focus on how they deal with challenges and situations.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in texts?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the Venn diagram comparison activity. Use the checklist to assess if students are able to compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places and actions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to a song or poem written about a person, a place or an activity. Have the students work in small groups to analyze the lyrics and examine how the words describe and convey meaning and enhance their understanding of the song or poem.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify descriptive and figurative language in texts?
- discuss how it enhances understanding of people, places and actions?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they analyze a song or poem. Use the checklist to assess if students are able to identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places and actions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Forms and Genres

Students will be able to:

2.3.1 recognize key characteristics of various oral, print, visual and multimedia genres.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a checklist to record the variety of genres they have been exposed to in school. Have them then work with partners to reflect on the elements and characteristics of each genre. Ask the students to record their findings in a journal.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize key characteristics of various genres?

Observation Checklist

Create an outcome-based checklist and share it with the students before they record and reflect on genres they were exposed to during the year. Use the checklist to assess if students are able to recognize key characteristics of various oral, print, visual and multimedia genres (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Techniques and Elements

Students will be able to:

2.3.2 examine key elements and techniques in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students bring in samples of various kinds of oral, print, visual and multimedia texts and look at advertisements to identify ways that companies try to convince people to buy their products. Ask the students to make charts or posters showing common elements and techniques; e.g., use of colour, choice of words, appeal to an age group.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- examine key elements and techniques in oral, print, visual and multimedia texts?

Learning Log

Have the students reflect on their learning after viewing print advertisements and identifying ways that companies convince people to buy their products and how well they were able to examine key elements and techniques in oral, print, visual and multimedia texts.

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Vocabulary

Students will be able to:

- 2.3.3** identify how and why word structures and meaning change and use accurate word meaning according to context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Provide the students with a variety of prefixes and suffixes and guide them through a discussion of how they can be used. Have the students work in small groups and compile a list of words that can take on prefixes and/or suffixes and change their meaning. Lastly, have students create a fill-in-the-blank activity that requires one of the words in the initial list to complete. Groups exchange activity sheets.

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Do the students:

- identify how and why word structures and meaning change?
- use accurate word meaning according to context?

Observation Checklist

Create an outcome-based checklist and share it with the students before they discuss the use of similes and metaphors. Use the checklist to assess if students are able to identify how and why word structures and meaning change and use accurate word meaning according to context (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experiment with Language

Students will be able to:

2.3.4 experiment with words and sentence patterns to create word pictures.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Present students with a simple sentence, e.g., *Mi perro es grande*. (My dog is big.), and work with students to use descriptive words to enhance the effect of the statement. For example, *Mi perro es tan grande como un rascacielos*. (My dog is as big as a skyscraper.) Provide students with other simple sentences and have them brainstorm other similes, metaphors and figures of speech.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- experiment with words and sentence patterns to create word pictures?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they experiment with figures of speech. Students use the checklist to determine if their peers are able to experiment with words and sentence patterns to create word pictures (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Create Original Texts

Students will be able to:

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Have the students create original poems, e.g., acrostic or cinquain, modelled on forms and techniques found in poetry studied in class. Suggest a theme for the poems; e.g., Mother's Day, Christmas.

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Do the students:

- create original texts to communicate and demonstrate understanding of forms and techniques?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create original poems. Students use the checklist to determine if they are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Use Personal Knowledge

Students will be able to:

- 3.1.1** summarize and focus personal knowledge of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a KWL (SQA) chart to prepare for a research project. After the students note everything they know on the topic in the first column, have them organize their knowledge into subtopics. Have the students examine this knowledge and create questions to guide their research based on any perceived gaps.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- summarize and focus personal knowledge of a topic to determine information needs?

Observation Checklist

Create an outcome-based checklist and share it with the students before they complete a KWL chart to guide their research. Use the checklist to assess if students are able to summarize and focus personal knowledge of a topic to determine information needs (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

Guide the students through a review of the different kinds of questions; e.g., yes/no, information, rhetorical. Provide the students with a research topic and instruct them to come up with one research question each. The questions are collected and then analyzed by the class. Have the students discuss how relevant questions effectively guide a research project.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- formulate relevant questions to focus information needs?

Learning Log

Have the students reflect on their learning and how well they were able to formulate relevant questions to focus information needs.

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Put up chart paper around the classroom, each one with a specific research topic heading. Have the students go to each paper and write what they know about that particular topic. Then assign the research topics to groups and have them identify and focus their information needs and create a list of possible sources.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry?

Rubric

Collaboratively create an outcome-based rubric with the students before they participate in the class sharing of knowledge on the various topics. Use the rubric to assess how well students are able to contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present the students with various methods of collecting information on a topic; e.g., a survey, an interview. Have the students then choose a topic from a list and decide how they will best collect information on that topic. Their plans should include how they will record and organize the information.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- create and follow a plan to collect and record information?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create plans for collecting information on a topic. Students use the checklist to determine if they are able to create and follow a plan to collect and record information (see sample blackline master in Appendix E: Self-assessment Checklist).

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** record personal knowledge of a topic and collaborate to generate information for inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create webs or mind maps based on their personal knowledge of a research topic. Have individuals come together in small groups to share their knowledge of a topic and develop collective webs or charts on chart paper.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- record personal knowledge of a topic and collaborate to generate information for inquiry or research?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create webs or mind maps based on their personal knowledge of a topic. Students use the checklist to determine if their peers are able to record personal knowledge of a topic and collaborate to generate information for inquiry or research (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Identify Sources

Students will be able to:

3.2.2 answer inquiry or research questions, using a variety of information sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use secondary sources for their research projects. Preselect Internet sources and provide the students with specific Web sites. Encourage the students to use CD-ROMs, newspapers, informational texts and narrative texts to provide a wide range of information for their projects.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- answer inquiry or research questions, using a variety of information sources?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the research activity. Use the checklist to assess if students are able to answer inquiry or research questions, using a variety of information sources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITY

When the students conduct research, have them record information on index cards or self-stick notes. Divide them into pairs or small groups and have them determine which information is relevant and which should be discarded.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- review information to determine its usefulness to inquiry or research needs?

Learning Log

Have the students reflect on their learning and how well they were able to review information to determine its usefulness to inquiry or research needs after having sorted through information recorded on index cards and sticky notes.

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Access Information

Students will be able to:

- 3.2.4** use a variety of tools to access information and ideas and use visual and auditory cues to gather important information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students experiment with various aspects of technology when researching, like search engines, Web directories and CD-ROMs. Have the students use a variety of technological sources, e.g., podcasts and wikis, for their next research project.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of tools to access information and ideas?

Anecdotal Notes

Observe students as they experiment with using various forms of technology to access information. Note and record how well they are able to use a variety of tools to access information and ideas and use visual and auditory cues to gather important information (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Make Sense of Information

Students will be able to:

- 3.2.5** use organizational patterns of oral, print, visual and multimedia text to construct meaning and skim, scan and read closely to gather information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in small groups and research a topic; e.g., stars and constellations. Encourage students to gather books and magazines from the library and scan the tables of contents, indices, titles, subtitles, pictures, graphs and charts to choose specific books for further investigation.

Revisit this activity throughout the year and vary the kind of text students use for research.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use organizational patterns of oral, print, visual and multimedia text to construct meaning?
- skim, scan and read closely to gather information?

Self-assessment Checklist

Create and share with students an outcome-based self-assessment checklist before students scan tables of contents, indices, etc. Students use the checklist to determine if they are able to use organizational patterns of oral, print, visual and multimedia text to construct meaning and skim, scan and read closely to gather information (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize,
Record and
Assess

Organize Information

Students will be able to:

3.3.1 organize information and ideas, using a variety of strategies and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present groups of students with a challenging text containing some unfamiliar terms. Have the students participate in a List–Group–Label activity in which they list key words (especially unclear and/or technical words) from the reading selection, group these words into logical categories based on shared features, and then label the categories with clear description titles.

Revisit this activity throughout the year and vary the strategy and technique for organizing information and ideas.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- organize information and ideas, using a variety of strategies and techniques?

Learning Log

Have the students reflect on their learning and how well they were able to organize information and ideas, using a variety of strategies and techniques after participating in the List–Group–Label activity.

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Record Information

Students will be able to:

- 3.3.2** record information in own words, cite authors and titles appropriately, and provide publication dates of sources.

SAMPLE TEACHING AND LEARNING ACTIVITY

While the students study a particular topic, e.g., how geography affected the establishment of cities in colonial Mexico, students use textbooks, computer programs, fiction, the Internet and other sources. They record key ideas and information in point form and in their own words and, in their bibliography, reference the sources used correctly.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- record information in own words, cite authors and titles appropriately, and provide publication dates of sources?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin their study. Use the checklist to assess if students are able to record information in own words, cite authors and titles appropriately, and provide publication dates of sources (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

Evaluate Information

Students will be able to:

- 3.3.3** recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with notes on a particular topic, e.g., coniferous and deciduous trees, on the board. Repeat some of the information and omit or restrict other key information. Instruct the students to review the notes and identify areas where more information is needed to prepare a presentation on trees found in Canada versus trees found in a Spanish-speaking country.

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Do the students:

- recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose?

Learning Log

After students participate in a student feedback activity, have them reflect on their learning and how well they were able to recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose.

Develop New Understanding

Students will be able to:

- 3.3.4 assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITY

Upon the completion of conducting research on a particular topic, have the students reflect upon the knowledge and skills gained by using a checklist such as the following:

Checklist
<input type="checkbox"/> ¿Tienes información en categorías? (Do you have information in categories?)
<input type="checkbox"/> ¿Hay categorías donde no hay mucha información? (Are there categories with little information?)
<input type="checkbox"/> ¿Aprendiste cosas nuevas? (Did you learn new things?)
<input type="checkbox"/> ¿Hiciste conclusiones? (Did you make conclusions?)
<input type="checkbox"/> ¿Tienes nuevas preguntas para investigar? (Do you have new questions to research?)

Based on their reflection, instruct students to come up with three new questions for further inquiry or research.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin their research projects. Use the checklist to assess if students are able to assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

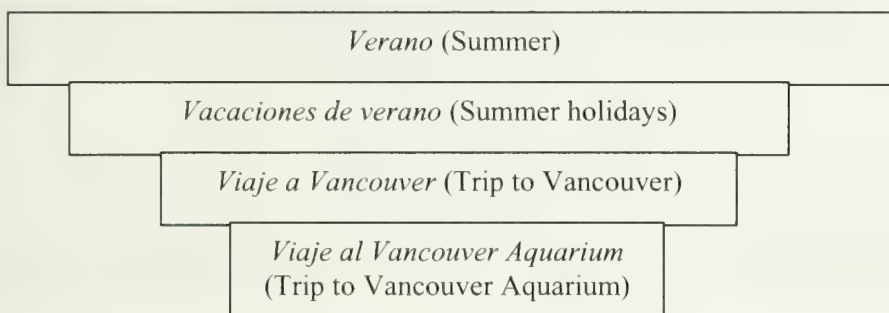
Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, print and visual texts, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students prepare concept pyramids as they narrow down their topics; e.g.;



This example narrows the topic of summer down to one specific incident that the student can write about.

Revisit this activity throughout the year and vary the strategy used to focus a topic.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- focus a topic for oral, print and visual texts?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create concept pyramids. Students use the checklist to determine if they are able to focus a topic for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Choose Text Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Set up learning centres that incorporate a variety of text forms. Give groups of students five minutes at the station to examine and analyze the form. Then instruct students to brainstorm what purposes and audiences would best match the form. Lastly, have groups select one purpose and audience and create a rough draft of a basic text. Rotate the groups through the centres.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of text forms for particular audiences and purposes?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they match text forms to audience and purpose. Students use the checklist to determine if their peers are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Organize Ideas

Students will be able to:

- 4.1.3** use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present students with a list of contemporary Spanish-language songs. Select one song from the list and display the lyrics on the board. Have the students analyze the structure of the lyrics, the melody and rhythm. Have students use this analysis to form their own song, which they can then present to the class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use listening, reading and viewing experiences as models for organizing ideas in own texts?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they create an original song. Use the checklist to assess if students are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Appreciate Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITY

As the students share their stories using the Author's Chair format, encourage classmates to make thoughtful and helpful comments using sentence frames or a checklist as a feedback guide.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- share own stories and creations in various ways?
- give support and offer feedback to peers, using pre-established criteria?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the Author's Chair activity. Use the checklist to assess if students are able to share own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Revise Content

Students will be able to:

4.2.2 revise for content, organization and clarity.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to help develop a class chart or checklist to use as a revision guide for informational text. Have the students practise revising their work regularly using the checklist.

Revising My Work in Progress

Name: _____ Date: _____

Title: _____

- ☐ I read my work aloud to myself to hear what it sounds like.
- ☐ My text makes sense.
- ☐ I have included enough information for my audience to understand my topic.
- ☐ My work is interesting to my audience.
- ☐ My information is presented in a logical order or sequence.
- ☐ I took out any unnecessary information.
- ☐ I have made good word choices.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- revise for content, organization and clarity?

Observation Checklist

Create an outcome-based checklist and share it with the students before they revise their texts using the chart or checklist. Use the checklist to assess if students are able to revise for content, organization and clarity (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Enhance Legibility

Students will be able to:

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create posters promoting travel to a Spanish-speaking country. Encourage them to focus on the attractiveness and persuasion of their posters and to include appropriate headings and titles, graphics and spacing to make them more appealing.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- write legibly and at a pace appropriate to context and purpose when composing and revising?
- select and use a variety of design elements?

Rubric

Collaboratively create an outcome-based rubric with the students for the travel poster assignment. Use the rubric to assess how well students are able to write legibly and at a pace appropriate to context and purpose when composing and revising and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Enhance Artistry

Students will be able to:

- 4.2.4** choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students carefully observe and analyze a painting. Have them use descriptive words in a variety of sentences to write a short paragraph describing the painting to someone who cannot see it. Encourage them to enhance and clarify their sentences to make their descriptions more vivid.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- choose descriptive language?
- use varied sentence lengths and structures to clarify and enhance ideas?

Anecdotal Notes

Observe students as they write short descriptive paragraphs. Note and record how well they are able to choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Enhance Presentations

Students will be able to:

- 4.2.5** emphasize key ideas and information to enhance audience understanding and enjoyment.

SAMPLE TEACHING AND LEARNING ACTIVITY

Organize a trip for the students to go to the Grade 1 Spanish class to teach about a safety topic. Ask them to highlight key points and use nonverbal cues and visuals to help the Grade 1 students understand key information.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- emphasize key ideas and information to enhance audience understanding and enjoyment?

Rubric

Collaboratively create an outcome-based rubric with the students for their presentations. Use the rubric to assess how well students are able to emphasize key ideas and information to enhance audience understanding and enjoyment (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Grammar and Usage

Students will be able to:

4.3.1 identify and eliminate sentence fragments and run-on sentences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students practise writing effective sentences by participating in a daily edit exercise. Write or have a student write a message on the board or overhead that requires editing for sentence fragments and run-on sentences. Have the students work either individually or in small groups to make the necessary changes.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify and eliminate sentence fragments and run-on sentences?

Anecdotal Notes

Observe students as they practise correct sentences during the daily edit exercise. Note and record how well they are able to identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Spelling

Students will be able to:

- 4.3.2** apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in pairs to edit one another's work for misspelled words. Ensure each student has a copy of his or her partner's work. Have the students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on spelling. Have the students use a yellow highlighter to identify misspelled words, then look up words in a dictionary or class word wall to correct mistakes.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- apply spelling conventions?
- use appropriate strategies and patterns when editing and proofreading?
- use a variety of resources to determine the spelling of common exceptions?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for editing one another's work for misspelled words. Students use the checklist to determine if their peers are able to apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling of common exceptions (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Capitalization and Punctuation

Students will be able to:

4.3.3 apply writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITY

With the class, create a list of Spanish writing conventions; e.g., what does a good piece of writing include? The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation differ in Spanish and English; e.g., months and days of the week are not capitalized in Spanish. Encourage the students to refer to the list when writing in class.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- apply writing conventions when editing and proofreading?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they create a list of Spanish writing conventions. Students use the checklist to determine if they are able to apply writing conventions when editing and proofreading (see sample blackline master in Appendix E: Self-assessment Checklist).

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to develop appropriate procedures for oral sharing of informational texts (e.g., research reports, personal news and news events) that include organizing the content, developing audiovisual aids and planning the delivery. Record these procedures on charts or on individual sheets for distribution. For example:

Presentation
<p>Content Organization Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a beginning, middle and end <input type="checkbox"/> events in order
<p>Audiovisual Aids Plan to use some of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual aids <input type="checkbox"/> charts, graphs <input type="checkbox"/> props <input type="checkbox"/> illustrations <input type="checkbox"/> sound effects <input type="checkbox"/> background music
<p>Delivery Plans Plan to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use a good opener to capture audience attention <input type="checkbox"/> set the purpose of the presentation <input type="checkbox"/> speak fluently with expression <input type="checkbox"/> look at the audience <input type="checkbox"/> develop good posture <input type="checkbox"/> use effective gestures <input type="checkbox"/> use an effective closing presentation <input type="checkbox"/> present for right length of time (not too long, not too short)

Have students work in small groups to prepare a presentation of information from a nonfiction text that they choose.

(continued)

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience?

Rubric

Collaboratively create an outcome-based rubric with the students before they develop appropriate procedures for oral sharing of narrative and informational texts. Use the rubric to assess how well students are able to prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in several readers' theatre sessions and then brainstorm ways of making their presentations more effective using volume, phrasing, intonation and nonverbal cues. Divide the students into groups and have them practise presenting a readers' theatre selection using appropriate verbal and nonverbal cues.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication?

Learning Log

Have the students reflect on their learning and how well they were able to use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication during readers' theatre presentations. Some sample sentence starters to use include:

- I showed something was important by _____.
- I would improve my presentation by _____.

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

Attentive Listening and Viewing

Students will be able to:

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students respond appropriately to a classmate's presentation by providing either oral or written feedback in the form of two stars and a wish. Prior to students giving feedback to their peers in Spanish, review or teach the necessary vocabulary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- demonstrate critical listening and viewing behaviours?
- show respect for the presenter?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the class presentations. Use the checklist to assess if students are able to demonstrate critical listening and viewing behaviours, and show respect for the presenter (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Share and Compare Responses

Students will be able to:

5.1.1 compare personal ways of responding and thinking with those of others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present an issue and mediate a class for discussion. Afterward, have the students participate in a Think–Pair–Share activity to compare their partners' ideas with their own.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- compare personal ways of responding and thinking with those of others?

Anecdotal Notes

Observe students as they share their opinions about a given issue. Note and record how well they are able to compare personal ways of responding and thinking with those of others (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Relate Texts to Culture

Students will be able to:

- 5.1.2** explore cultural representations in oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students read and view, then discuss versions of the same fairy tale from different cultures; e.g., *Cinderella*, *Popeliushka*, *The Rough-Face Girl* (First Nations), *Yeh-Shen* (China).

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore cultural representations in oral, print, visual and multimedia texts from various communities?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they compare versions of the same fairy tale from different cultures. Use the checklist to assess if students are able to explore cultural representations in oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Appreciate Diversity through Texts

Students will be able to:

- 5.1.3** connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students read books and identify the thoughts and ideas of the main characters. Using pre-established prompts, have the students choose a Spanish story and reflect on the characters' thoughts and ideas and make connections to own lives; e.g., *El personaje es igual a mi porque ...*, *El personaje es diferente a mi porque ...* (The character is the same as me because ..., The character is different from me because ...).

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences?

Learning Log

Have the students reflect on their learning and how well they were able to connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences.

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Celebrate Special Occasions

Students will be able to:

- 5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school.

SAMPLE TEACHING AND LEARNING ACTIVITY

Post students' accomplishments in and out of the classroom on a celebration board. Encourage the students to use learned vocabulary to congratulate those people in written and oral forms. Provide cards with vocabulary for the students to work with and highlight appropriate nonverbal communication for the students to use as well.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school?

Observation Checklist

Create an outcome-based checklist and share it with the students before introducing the celebration board. Use the checklist to assess if students are able to select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school (see sample blackline master in Appendix E: Observation Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Cooperate with Others

Students will be able to:

5.2.1 assist group members to maintain focus and complete tasks.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before student groups start a research project or assignment, have them assign tasks for each member as well as a time line for completion. Have the students set up meeting times to check on each other's progress. Encourage them to help those needing assistance.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assist group members to maintain focus and complete tasks?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they complete a group research project in which they assign roles and time lines. Students use the checklist to determine if their peers are able to assist group members to maintain focus and complete tasks (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Work in Groups

Students will be able to:

5.2.2 select and assume roles to assist in the achievement of group goals.

SAMPLE TEACHING AND LEARNING ACTIVITY

Work with the students to select and assign roles related to classroom responsibilities. Have the students devise roles to suit a particular activity; e.g., to help keep the classroom organized. Ensure that each student understands the responsibilities that accompany the roles. Post these responsibilities for each role so that students clearly understand them.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- select and assume roles to assist in the achievement of group goals?

Anecdotal Notes

Observe students as they select and assume roles related to classroom responsibilities. Note and record how well they are able to select and assume roles to assist in the achievement of group goals (see sample blackline master in Appendix E: Anecdotal Notes).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Use Language to Show Respect

Students will be able to:

- 5.2.3** demonstrate sensitivity to appropriate language use and tone when communicating orally.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide the students into small groups and have them choose a variety of poetry selections to present orally in class. Have the students use the appropriate tone to create specific effects or a specific mood.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- demonstrate sensitivity to appropriate language use and tone when communicating orally?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present poetry to the class. Students use the checklist to determine if their peers are able to demonstrate sensitivity to appropriate language use and tone when communicating orally (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Evaluate Group Process

Students will be able to:

5.2.4 assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before students begin to work in groups on a project, have individual students write a list of personal goals for enhancing their work with others. Guide students as they use their lists to create a checklist. Checklists should have room for comments. As students work with their groups, encourage them to assess their work and the work of the group and record their thoughts on the checklist. After the students' work is completed, have individual students complete self-assessments; e.g.,

How I Contributed to Our Group

1. I listened respectfully to others.	3
2. I participated by sharing ideas.	3
3. I made sure that good ideas were written down.	2
4. I helped with revisions.	3
5. I encouraged others to share their ideas.	4

Scale:

1 2 3 4 5
Seldom Often

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- assess own contributions to group process?
- set personal goals for enhancing work with others?
- monitor group process, using checklists?

Learning Log

Have the students reflect on their learning and how well they were able to assess their own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Sound-Symbol System

Students will be able to:

6.1.1 consistently and independently use all elements of the sound-symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITY

On a regular basis, assign 10–15 minutes of time for students to write in their learning logs. Have them respond to a question or issue, or have them write on a topic of their choosing. Encourage them to challenge themselves with their writing and use a variety of vocabulary and sentence structure.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- consistently and independently use all elements of the sound-symbol system?
- consistently and accurately apply knowledge of the Spanish alphabet in unfamiliar situations?

Observation Checklist

Create an outcome-based checklist and share it with the students before they write in their learning logs. Use the checklist to assess if students are able to consistently and independently use all elements of the sound-symbol system (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea.

SAMPLE TEACHING AND LEARNING ACTIVITY

Divide students into small groups and provide each group with a 3-column chart. Provide all groups with a word that has multiple meanings; e.g., *banco* (bank or bench). Have the students write the word in the first column, their definition of the word in the second column and a synonym for the word in the third column. Have the student groups present their definitions and synonyms and discuss any variations that come up. Lastly, challenge students to add ten more words that have multiple meanings to the list along with definitions and synonyms.

Revisit this activity throughout the year and have students work on words and expressions that express the same idea.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize that one word may have multiple meanings?
- recognize that various words and expressions may express the same idea?

Observation Checklist

Create an outcome-based checklist and share it with the students before they create a list of multiple-meaning words. Use the checklist to assess if students are able to recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled situations,[★] the following grammatical elements:

- impersonal “se”
- relative clauses
- subordinate clauses with the verb in indicative or infinitive
- simple future
- double object pronouns—direct and indirect

★ **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Write a variety of sentences that use direct and indirect object pronouns on the board, then review how these types of sentences are written. Have the students use and connect this prior knowledge when being introduced to double object pronouns. Help student groups create charts listing a variety of sentences using double object pronouns.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the grammar activities. Use the checklist to assess if students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in structured situations,* the following grammatical elements:

- commands—negative form
- prepositions
- imperfect
- object pronouns—indirect: *me, te, le, nos, os, les*
- object of prepositions: *mí, ti, él, ella, usted ...*
- object pronouns—direct: *me, te, le, la, lo ...*
- reflexive verbs
- adverbs—manner, place, time, frequency and ending in *-mente*

★ **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITY

Place a small ball in a variety of locations and describe the location of the ball using the prepositions in complete sentences. Have the students then work in pairs. One of the students goes around the class placing the ball in a variety of locations, while the other partner describes the location of the ball using proper prepositions in a complete sentence. They take turns until all prepositions have been practised.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the grammar activities. Use the checklist to assess if students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, independently and consistently,★ the following grammatical elements:

- preterite
- commands for commonly used verbs

- ★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Every Monday have the students write about what they did over the weekend and the past week, making sure to conjugate each verb using the preterite.

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Do the students:

- use the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the grammar activities. Use the checklist to assess if students are able to use the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

- 6.1.4** use basic mechanical features correctly and for effect, including colons, ellipses and parentheses.

SAMPLE TEACHING AND LEARNING ACTIVITY

Give the students a dialogue without any punctuation. Have the students add in punctuation for effective written communication.

Encourage the students to consider the variety of effects their punctuation may have on the dialogue.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic mechanical features correctly and for effect?

Rating Scale

Create an outcome-based rating scale and share it with the students before they add punctuation to a dialogue. Use the rating scale to assess how well students are able to use basic mechanical features correctly and for effect, including colons, ellipses and parenthesis (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

- 6.1.5** use basic discourse features in oral, print and visual texts, and apply these features independently for effect.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm connector words and discourse features that they find helpful in conversation. Put these ideas in a classroom chart and have the students focus on using these words when speaking.

Repeat this activity and change the focus to print and visual texts. Monitor students' use of discourse features and whether they use them effectively.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use basic discourse features in oral, print and visual texts, and apply these features independently for effect?

Anecdotal Notes

Observe students as they brainstorm and use connector words and discourse features. Note and record how well they are able to use basic discourse features in oral, print and visual texts, and apply these features independently for effect (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students view and listen to an appropriate excerpt from a Spanish-language soap opera. Have the students then work in small groups to write comprehension questions for other groups to answer.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations?

Rating Scale

Create an outcome-based rating scale and share it with the students before they watch a Spanish show. Use the rating scale to assess how well students are able to listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation.

SAMPLE TEACHING AND LEARNING ACTIVITY

At the beginning of the year, have the students prepare presentations about themselves or their families. Encourage the students to share interesting facts about themselves as a means of introduction to the class. Encourage students in the audience to ask questions at the end.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation?

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin their self-introduction presentations. Use the rating scale to assess how well students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured and unstructured situation (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Reading

Students will be able to:

- 6.2.3** read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in a shared reading activity regarding a topic of study. Pause at crucial points and check for understanding.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- read and understand an extended series of interrelated ideas dealing with a familiar topic in a structured situation?

Anecdotal Notes

Observe students as they participate in the shared reading. Note and record how well they are able to read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

Students will be able to:

- 6.2.4** produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Ask the students to write a short news article highlighting a recent class field trip or school event. Have the students make sure to answer key questions; e.g., who, what, where, when, why and how.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- produce an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students for the news article highlighting a recent class field trip or event. Students use the checklist to determine if their peers are able to produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Viewing

Students will be able to:

- 6.2.5** view and understand events and/or representations within and beyond the school context.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students analyze a painting or sculpture by a Spanish-speaking artist and describe it to a partner. Have them also describe the feelings the artwork conveys.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- view and understand events and/or representations within and beyond the school context?

Learning Log

After the students analyze and describe a painting or sculpture, have them reflect on their learning and how well they were able to view and understand events and/or representations within and beyond the school context.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

- 6.2.6** use a variety of forms to create representations of ideas, events and/or information.

SAMPLE TEACHING AND LEARNING ACTIVITY

Give the students a choice of how to represent information, ideas or events from a research project; e.g., a diorama, digital photographs, a video. Have the students then share their presentations with their peers.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of forms to create representations of ideas, events and/or information?

Rating Scale

Create an outcome-based rating scale and share it with the students before they share representations. Use the rating scale to assess how well students are able to use a variety of forms to create representations of ideas, events and/or information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students view a Spanish-language video and focus on the forms of language used. Have them use a chart to change the language based on various situations; e.g., formal, informal; appropriate, inappropriate.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify socially appropriate language in specific situations?

Learning Log

After the students discuss the language used in a video, have them reflect on their learning and how well they were able to identify socially appropriate language in specific situations.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Idiomatic Expressions

Students will be able to:

- 6.3.2** correctly use learned idiomatic expressions in new contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Compile and explain a list of idioms. For a set period of time, challenge the students to listen for and use these idioms. Put clothespins on a line to track the number used. The class and students may set a goal; e.g., 100 idioms in four weeks.

With time, expand the challenge to include new contexts; e.g., at home, on the bus, at a sports practice.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- correctly use learned idiomatic expressions in new contexts?

Anecdotal Notes

Observe students as they listen for and use idioms in class over a set period of time. Note and record how well they are able to correctly use learned idiomatic expressions in new contexts (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students listen to recorded stories by various Spanish-speaking individuals from different countries. Have the students note differences in pronunciation and discuss the differences they have noted.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize some common regional variations in language?

Anecdotal Notes

Observe students as they listen to story recordings by various Spanish speakers from different countries. Note and record how well they are able to recognize some common regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social Conventions

Students will be able to:

6.3.4 recognize important social conventions in everyday interactions.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm a list of “Do’s and Don’ts” for behaviour in a variety of contexts. Then provide opportunities for the students to role-play situations where different oral forms of address are used for people frequently encountered. What would you say when:

- you run into your principal in the mall?
- a visitor to the school asks directions in the hallway?
- your friend wants you to hang out with him at recess?

Have the students role-play those situations.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize important social conventions in everyday interactions?

Learning Log

After the students write a list of Do’s and Don’ts for behaviour in a variety of situations, have them reflect on their learning and how well they were able to recognize important social conventions in everyday interactions.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 use appropriate nonverbal behaviours in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present examples of nonverbal communication in different situations, such as dramatic presentations, television shows and commercials. Have the students identify specific features, such as facial expressions, hand movements, whole-body movements and eye contact. Have the students, in small groups or as a class, discuss how specific features aided the presentation. When the students have become familiar with nonverbal behaviours, give them a script and have them practise these behaviours in pairs or small groups.

SAMPLE ASSESSMENT STRATEGY

Focus for Assessment

Do the students:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

Learning Log

After watching and discussing examples of nonverbal communication in different situations, have the students reflect on their learning and how well they were able to use appropriate nonverbal behaviours in a variety of familiar contexts.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students keep personal dictionaries of vocabulary words and expressions. Encourage the students to learn new words by reviewing them regularly and repeating them silently to themselves.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- learn new words by repeating them silently?
- make personal dictionaries?

Learning Log

Have students reflect on their learning and how well they were able to learn new words by repeating them silently and make personal dictionaries.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input, listen or read for key words.

SAMPLE TEACHING AND LEARNING ACTIVITY

After the students use graphic organizers to organize information and ideas, have them reflect on the effectiveness of graphic organizers in enhancing their language learning.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- reflect on a learning task with the guidance of a teacher?

Learning Log

After the students use graphic organizers to organize information and ideas, have them reflect on their learning and how well they were able to reflect on a learning task with the guidance of a teacher.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in conferencing and brainstorming as prewriting and postwriting exercises.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students participate in an Author's Chair activity by reading completed works or works-in-progress to classmates. After they read, have the authors ask for feedback from classmates, making use of vocabulary charts posted in the classroom.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- participate in shared reading experience?

Learning Log

After the students participate in an Author's Chair activity, have them reflect on their learning and how well they were able to participate in shared reading experiences.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students pretend that they are in a Spanish-speaking country and they need something for which they do not know the word. They must attempt to describe it, in Spanish, using gestures, other similar words and body language. As an extension, have the students play a game of Pictionary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use circumlocution to compensate for a lack of vocabulary?
- interpret and use a variety of nonverbal cues?

Observation Checklist

Create an outcome-based checklist and share it with the students before they role-play scenarios in which they ask for things of which they don't know the name. Use the checklist to assess if students are able to interpret and use a variety of nonverbal cues to communicate and use circumlocution to compensate for a lack of vocabulary (see sample blackline master in Appendix E: Observation Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues.

SAMPLE TEACHING AND LEARNING ACTIVITY

Before the students read a new text, invite them to quickly scan the text and underline any words or phrases with which they are not familiar. Have the students, in pairs, use the pictures, captions and titles and instruct them to “read around” the unfamiliar words to predict the meaning of the new vocabulary.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use key content words or discourse markers to follow an extended text?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the reading activity. Students use the checklist to determine if they are able to use key content words or discourse markers to follow an extended text (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Productive

Students will be able to:

- 6.5.3** identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students use a variety of resources in the classroom, such as personal and commercial dictionaries, word charts and grammar charts, to edit and revise an original text.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use a variety of resources to correct texts?

Anecdotal Notes

Observe students as they use a variety of resources in the classroom to edit and revise a text. Note and record how well they are able to use a variety of resources to correct texts (see sample blackline master in Appendix E: Anecdotal Notes).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information.

SAMPLE TEACHING AND LEARNING ACTIVITY

After reading a short, informational article in Spanish, have the students identify and write down key words, phrases and information. Next to each word, phrase or list of information, have the students create a simple illustration that will help to remember. Then, in pairs, have the students cover up the word, phrase column and test each other's memory. Lastly, have the students put their lists away and use mental images to recall the words and phrases.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use graphic representations to make information easier to understand and remember?
- use a variety of cognitive strategies to enhance learning?

Rating Scale

Create an outcome-based rating scale and share it with the students before they note key information from an article. Use the rating scale to assess how well students are able to use graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students work in groups to create logical plans for how to approach a learning task. After the task is complete, have the students assess their original plans and discuss possible improvements.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- make a plan in advance on how to approach a learning?

Learning Log

After creating a logic plan to approach a learning task, have students reflect on their learning and how well they were able to make a plan in advance on how to approach a learning task.

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students get together in groups of three and choose a Spanish song or poem of any genre; e.g., pop, folk, children's. Have them prepare lessons that include visuals to teach the song to a younger class. After the lesson, have the classes sing the song together.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- participate in cooperative group learning tasks?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they prepare a lesson for teaching a song to the class. Students use the checklist to determine if their peers are able to participate in cooperative group learning tasks (see sample blackline master in Appendix E: Peer-assessment Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Understanding Self-identity

Students will be able to:

7.1.1 explore and reflect on various facets of self-identity.

SAMPLE TEACHING AND LEARNING ACTIVITY

Show the students examples of logos, letterheads and coats of arms pointing out how symbols are used to reveal information about the company or person or country. Have each student then design a personal logo, letterhead or coat of arms for himself or herself. Have the students also write compositions explaining the symbolism they used.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and reflect on various facets of self-identity?

Rubric

Collaboratively create an outcome-based rubric with the students before they design personal logos, letterhead or coats of arms. Use the rubric to assess how well students are able to explore and reflect on various facets of self-identity (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Developing Positive Self-identity

Students will be able to:

7.1.2 recognize the effect of positive and negative treatment on self and others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students brainstorm positive ways to treat people and oneself. Ask the students to work in small groups, choose one positive and one example and create visual images that highlight the effects of positive treatment of others.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize the effect of positive treatment on self and others?

Self-assessment and Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they brainstorm ways that people treat each other positively. Students use the rating scale to assess how well they are able to recognize the effect of positive and negative treatment on self and others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Valuing Spanish and the Cultures of the Spanish-speaking World

Students will be able to:

7.1.3 recognize the personal value and significance of language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion with students on the benefits of learning about language and culture. Have the students work in small groups to create collages, photo essays or digital slide shows on what they see as the personal benefits of learning about language and culture.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- recognize the personal value and significance of language and culture?

Learning Log

After the students prepare presentations outlining the benefits of learning about language and culture, have them reflect on their learning and how well they were able to recognize the personal value and significance of language and culture.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Valuing Multilingualism/Multiculturalism

Students will be able to:

- 7.1.4** identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite a graduate of the Spanish bilingual program to visit the class and discuss with the students how learning about Spanish culture and language has been an advantage in his or her life.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context?

Anecdotal Notes

Observe students as they listen to a graduate of the Spanish bilingual program discuss how it has had an advantage in his or her life. Note and record how well they are able to identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Historical Elements

Students will be able to:

- 7.2.1** identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students research an Aboriginal group of South America and how they have helped shape the cultures of the Spanish-speaking world.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world?

Rubric

Collaboratively create an outcome-based rubric with the students before they research an Aboriginal group of South America. Use the rubric to assess how well students are able to identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Contemporary Elements

Students will be able to:

- 7.2.2** identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Order a subscription to a Spanish-language newspaper. Have the students review the newspaper and cut out photographs, articles and advertisements and glue them into a scrapbook under various categories; e.g., art, culture, politics.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they cut out photographs, articles and advertisements and organize them into various categories in their scrapbooks. Use the checklist to assess if students are able to identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Diversity

Students will be able to:

7.2.3 explore diversity of the cultures of the Spanish-speaking world in Canada.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students invite Spanish-speaking guests from various backgrounds and countries to present traditional foods or crafts or to speak, present and share on a specific topic.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore diversity of the cultures of the Spanish-speaking world in Canada?

Observation Checklist

Create an outcome-based checklist and share it with the students before the presentations by various guests. Use the checklist to assess if students are able to explore diversity of the cultures of the Spanish-speaking world in Canada (see sample blackline master in Appendix E: Observation Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

Change

Students will be able to:

- 7.2.4** explore and reflect on change in the cultures of the Spanish-speaking world at the international level.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students conduct interviews with adults on the popularity of Spanish-speaking travel destinations. Have the students investigate why these places are so popular, what it is that attracts people, good and bad experiences, and so on. Encourage the students to also examine the impact this popularity has had on the countries themselves.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore and reflect on change in the cultures of the Spanish-speaking world at the international level?

Rubric

Collaboratively create an outcome-based rubric for a research project exploring the influence of tourism on Spanish-speaking countries. Use the rubric to assess how well students are able to explore and reflect on change in the cultures of the Spanish-speaking world at the international level (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Positive Group Membership

Students will be able to:

- 7.3.1** use skills that promote cooperation and mutual respect within the classroom and the school.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students create a variety of posters using visual images and text to promote cooperation and respect. Post the posters throughout the school and the classroom, and have the students visit younger grades to promote these ideas.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- use skills that promote cooperation and mutual respect within the classroom and the school?

Rubric

Collaboratively create an outcome-based rubric with the students for their posters promoting cooperation and respect. Use the rubric to assess how well students are able to use skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Diversity

Students will be able to:

- 7.3.2** explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students research and identify the impact of cultural practices and traditions from different ethnic groups on Canadian culture and identity; e.g.,

- Ukrainian Christmas
- Ramadan and Eid celebration
- Chinese New Year
- Chanukah
- Dragon Festival.

Choose another country and compare the impact of diversity on its culture and identity with the impact of diversity in Canada.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they compare diversity in Canada and another country. Students use the rating scale to assess how well they are able to explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Appreciating Similarity

Students will be able to:

7.3.3 examine the common human needs and experiences of people around the world.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief discussion on basic human needs; e.g., food, clothing and shelter. Have the students work in small groups, select a country and research and record what food, clothing and shelter looks like in that country. Have the groups display their findings and look at the displays of other groups.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- examine the common human needs and experiences of people around the world?

Anecdotal Notes

Observe students as they create displays on how citizens around the world meet their needs. Note and record how well they are able to examine the common human needs and experiences of people around the world (see sample blackline master in Appendix E: Anecdotal Notes).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Contributing to Community

Students will be able to:

- 7.3.4** provide positive contributions and leadership within the school and/or community.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students, as a class, choose a community service project from a list; e.g., deliver Christmas cards to neighbourhood homes, participate in a community clean-up project. Working in cooperative groups, have them make plans for the project. During the project, invite the students to take photos and write reflections. Have them display these reflections on a bulletin board in the hallway to encourage other classes to engage in community service.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- provide positive contributions and leadership within the school and/or community?

Rubric

Collaboratively create an outcome-based rubric with the students before they plan and carry out a community service project. Use the rubric to assess how well students are able to provide positive contributions and leadership within the school and/or community (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Responsible Citizenship

Students will be able to:

- 7.4.1** explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills.

SAMPLE TEACHING AND LEARNING ACTIVITY

Present an issue to students, e.g., global warming and the environment, and lead a classroom discussion on what steps students could take to deal with the issue. List students' responses on the board. Have students continue the discussion in groups and explore the idea of personal conscience when it comes to environment versus social conscience. As they evaluate the steps listed on the board through the lens of personal and social conscience, instruct students to select two to three steps and decide which ones are most applicable, most achievable, most effective.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- explore the meaning of personal and social conscience?
- demonstrate problem-solving and decision-making skills?

Rubric

Collaboratively create an outcome-based rubric with the students before they complete a research assignment related to environmental issues. Use the rubric to assess how well students are able to explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Interdependence

Students will be able to:

- 7.4.2** participate in and contribute to group activities effectively and recognize that cooperation is important.

SAMPLE TEACHING AND LEARNING ACTIVITY

Invite the students to help decide on various group roles, and the responsibilities of each role. As the students brainstorm roles and responsibilities, write ideas on a roles and responsibilities chart. Some roles may include Recorder, Explainer, Encourager, Summarizer and Timekeeper. Discuss the various roles with the students and how they can choose roles for different group tasks. Then divide students into groups, present them with a task, and instruct them to use the roles and responsibilities chart to organize the group effectively.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- participate in and contribute to group activities effectively?
- recognize that cooperation is important?

Learning Log

After students decide various group roles and responsibilities for group tasks, have them reflect on their learning and how well they were able to participate in and contribute to group activities effectively and recognize that cooperation is important.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Intercultural Skills

Students will be able to:

7.4.3 accept differences in characteristics and abilities of peers and others.

SAMPLE TEACHING AND LEARNING ACTIVITY

Lead a brief brainstorm with students and compile a broad list of characteristics and abilities. Have the students survey each other and find out the abilities and characteristics of their classmates. Divide students into groups and have them create a way of positively presenting this list; e.g., a mural, a song or rap, or a cheer.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- accept differences in characteristics and abilities of peers and others?

Learning Log

Have the students reflect on their learning and how well they were able to accept differences in characteristics and abilities of peers and others after they compile a list of abilities and characteristics and survey their classmates.

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction and for participating in, and contributing to, our multicultural Canadian society and the world.

Future Opportunities

Students will be able to:

- 7.4.4** identify own interests, and explore future opportunities for learning and employment.

SAMPLE TEACHING AND LEARNING ACTIVITY

Have the students identify their various learning and employment interests. Invite guest speakers to discuss the responsibilities of particular jobs. Have the students create brief outlines of the skills and qualifications for a chosen occupation.

SAMPLE ASSESSMENT STRATEGY**Focus for Assessment**

Do the students:

- identify his or her own interests?
- explore future opportunities for learning and employment?

Anecdotal Notes

Observe students as they identify different job opportunities based on their own interests. Note and record how well they are able to identify own interests, and explore future opportunities for learning and employment (see sample blackline master in Appendix E: Anecdotal Notes).



Appendices

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Appendix A: Specific Outcomes Chart

GRADE 4

1.1 <i>Discover and Explore</i>		GRADE 4
express ideas	<ul style="list-style-type: none"> describe and reflect upon personal observations and experiences to reach tentative conclusions 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> explore connections among a variety of thoughts, ideas and responses 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> identify and explain preferences for particular forms of oral, print, visual and multimedia texts 	
set goals	<ul style="list-style-type: none"> identify areas of personal accomplishment in language learning and use 	
1.2 <i>Clarify and Extend</i>		GRADE 4
develop understanding	<ul style="list-style-type: none"> connect new information and experiences with prior knowledge to construct meaning in different contexts 	NOTES:
explain opinions	<ul style="list-style-type: none"> express new concepts and understanding in own words 	
combine ideas	<ul style="list-style-type: none"> organize ideas and information in ways that clarify and shape understanding 	

1.2 <i>Clarify and Extend</i> (continued)		GRADE 4
extend understanding	<ul style="list-style-type: none"> ask basic questions to clarify information and develop new understanding 	NOTES:
2.1 <i>Use Strategies and Cues</i>		GRADE 4
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	
2.2 <i>Respond to Texts</i>		GRADE 4
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video/DVD programs, adventure stories, folk tales, informational texts, mysteries, poetry and CD-ROM programs 	NOTES:

2.2 <i>Respond to Texts</i> (continued)		GRADE 4
connect self, texts and culture	<ul style="list-style-type: none"> identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts 	NOTES:
appreciate the artistry of texts	<ul style="list-style-type: none"> identify mood evoked by oral, print, visual and multimedia texts 	
2.3 <i>Understand Forms and Techniques</i>		GRADE 4
forms and genres	<ul style="list-style-type: none"> distinguish similarities and differences between various oral, print, visual and multimedia forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> explain connections between events and roles of main characters in oral, print, visual and multimedia texts; and identify how texts may influence people 	
vocabulary	<ul style="list-style-type: none"> build knowledge of word patterns and relationships 	
experiment with language	<ul style="list-style-type: none"> recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	
3.1 <i>Plan and Focus</i>		GRADE 4
use personal knowledge	<ul style="list-style-type: none"> categorize personal knowledge of a topic to determine information needs 	NOTES:

3.1 Plan and Focus (continued)			GRADE 4
ask questions	<ul style="list-style-type: none">ask general and specific questions on topics, using predetermined categories	NOTES:	
participate in group inquiry	<ul style="list-style-type: none">identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research		
create and follow a plan	<ul style="list-style-type: none">select and use a plan for gathering information		
3.2 Select and Process			GRADE 4
identify personal and peer knowledge	<ul style="list-style-type: none">record, select and share personal knowledge of a topic to focus inquiry or research	NOTES:	
identify sources	<ul style="list-style-type: none">answer inquiry or research questions, using a variety of information sources		
evaluate sources	<ul style="list-style-type: none">review information to determine its usefulness to inquiry or research needs		
access information	<ul style="list-style-type: none">use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas		
make sense of information	<ul style="list-style-type: none">determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues		

3.3 Organize, Record and Assess		GRADE 4
organize information	<ul style="list-style-type: none"> organize information and ideas in logical sequences, using a variety of strategies 	NOTES:
record information	<ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; and list authors and titles of sources 	
evaluate information	<ul style="list-style-type: none"> examine collected information to identify categories or aspects of a topic that need more information 	
develop new understanding	<ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content 	
4.1 Generate and Focus		GRADE 4
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies 	NOTES:
choose text forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> develop and arrange ideas in own oral, print and visual texts, using organizers 	
4.2 Enhance and Improve		GRADE 4
appreciate own and others' work	<ul style="list-style-type: none"> share own stories and creations in various ways; and obtain feedback from others 	NOTES:

4.2 Enhance and Improve (continued)			GRADE 4
revise content	<ul style="list-style-type: none">• revise to focus on main ideas and relevant information	NOTES:	
enhance legibility	<ul style="list-style-type: none">• write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising		
enhance artistry	<ul style="list-style-type: none">• select from a range of word choices; and use simple sentence patterns to communicate ideas and information		
enhance presentations	<ul style="list-style-type: none">• add interest to presentations through the use of props, such as pictures, media presentations and artifacts		
4.3 Attend to Conventions			GRADE 4
grammar and usage	<ul style="list-style-type: none">• edit for complete sentences and to eliminate unnecessary repetition of words	NOTES:	
spelling	<ul style="list-style-type: none">• recognize spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading		
capitalization and punctuation	<ul style="list-style-type: none">• use basic writing conventions correctly when editing and proofreading		
4.4 Present and Share			GRADE 4
share ideas and information	<ul style="list-style-type: none">• present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation	NOTES:	

4.4 <i>Present and Share</i> (continued)			GRADE 4
effective oral and visual communication	<ul style="list-style-type: none"> describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues 	NOTES:	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate appropriate audience behaviours 		
5.1 <i>Develop and Celebrate Community</i>			GRADE 4
share and compare responses	<ul style="list-style-type: none"> understand relationships between own ideas and experiences and those of others 	NOTES:	
relate texts to culture	<ul style="list-style-type: none"> discuss ideas within stories from oral, print, visual and multimedia texts from various communities 		
appreciate diversity through texts	<ul style="list-style-type: none"> connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences 		
celebrate special occasions	<ul style="list-style-type: none"> use language appropriate in tone and form when participating in special classroom, school and community occasions 		
5.2 <i>Encourage, Support and Work with Others</i>			GRADE 4
cooperate with others	<ul style="list-style-type: none"> appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly 	NOTES:	
work in groups	<ul style="list-style-type: none"> take roles and share responsibilities as a group member 		

5.2 <i>Encourage, Support and Work with Others</i> (continued)			GRADE 4
use language to show respect	<ul style="list-style-type: none">• appreciate variations in language use in a variety of contexts in the immediate community	NOTES:	
evaluate group process	<ul style="list-style-type: none">• show appreciation and offer constructive feedback to peers, and seek support from group members		
6.1 <i>Linguistic Elements</i>			GRADE 4
sound-symbol system	<ul style="list-style-type: none">• consistently use, in structured situations, all elements of the sound-symbol system	NOTES:	
lexicon	<ul style="list-style-type: none">• experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts		

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations, the following grammatical elements: <ul style="list-style-type: none"> – commands—negative form – prepositions – imperfect – object pronouns—indirect: <i>me, te, le, nos, os, les</i> – object of prepositions: <i>mí, ti, él, ella, usted ...</i> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> – agreement with adjectives – demonstrative: <ul style="list-style-type: none"> • adjectives <i>este/esta/estos/estas ...</i> • pronouns <i>éste/ésta/éstos/éstas ...</i> – noun and verb agreement – present tense of most frequent verbs: <i>-ar/-er/-ir nos/os/les gusta/n</i> – comparative and superlative – possessive pronouns: <i>mío, tuyo ...</i> – present progressive: <i>estar + gerund</i> – preterite – commands for commonly used verbs – reflexive verbs of frequent use: <i>lavarse, peinarse, etc.</i> – near future: <i>ir a + infinitive</i> – diminutive – superlative <i>-ísimo</i> 	NOTES:
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 4
grammatical elements	<ul style="list-style-type: none"> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> – verbs—all persons: <ul style="list-style-type: none"> • <i>ser/estar</i> • <i>tener/llamarse</i> • <i>poder/querer/ir</i> • <i>hacer</i> – commonly used verbs: <ul style="list-style-type: none"> • <i>comer, hablar, mirar, etc.</i> • <i>me/te/le gusta/an</i> • <i>hay</i> – gender and number of nouns – demonstrative adjectives – noun and verb agreement – possessive adjectives: <i>mis, tu, tus, su, sus, nuestros...</i> – question words: <i>quién, cuánto, cuál</i> (all forms) 	NOTES:

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 4
mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly, and explore their use for effect 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts, and explore their use for effect 	
6.2 <i>Language Competence</i>		GRADE 4
listening	<ul style="list-style-type: none"> • listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> • produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation 	

6.2 <i>Language Competence (continued)</i>			GRADE 4
reading	<ul style="list-style-type: none">• read and understand a series of interrelated ideas dealing with a familiar topic in structured situations	NOTES:	
writing	<ul style="list-style-type: none">• produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations		
viewing	<ul style="list-style-type: none">• view and understand a variety of simple events and/or representations		
representing	<ul style="list-style-type: none">• create multiple representations of the same familiar ideas, events and/or information		
6.3 <i>Sociolinguistic/Sociocultural Elements</i>			GRADE 4
register	<ul style="list-style-type: none">• experiment with formal and informal uses of language in familiar contexts	NOTES:	
idiomatic expressions	<ul style="list-style-type: none">• use learned idiomatic expressions in new contexts		
variations in language	<ul style="list-style-type: none">• experience a variety of accents and variations in speech		
social conventions	<ul style="list-style-type: none">• recognize verbal behaviours that are considered impolite		
nonverbal communication	<ul style="list-style-type: none">• recognize appropriate nonverbal behaviours for people frequently encountered		

6.4 <i>Language Learning Strategies</i>		GRADE 4
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more considered personally useful 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups 	
6.5 <i>Language Use Strategies</i>		GRADE 4
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage 	

6.6 General Learning Strategies			GRADE 4
cognitive	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks	NOTES:	
metacognitive	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks		
social/affective	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment		
7.1 Self-identity			GRADE 4
understanding self-identity	<ul style="list-style-type: none">explore and examine various sources of information for development of one's self-concept	NOTES:	
developing positive self-identity	<ul style="list-style-type: none">understand that respect for oneself is essential, and that self-concept is determined by external and internal forces		
valuing Spanish and the cultures of the Spanish-speaking world	<ul style="list-style-type: none">recognize and appreciate various elements of language and culture		
valuing multilingualism multiculturalism	<ul style="list-style-type: none">understand the personal value and significance of a multilingual/multicultural education		

7.2 Cultures of the Spanish-speaking World			GRADE 4
historical elements	<ul style="list-style-type: none">• explore elements in the immediate environment that reflect the historical roots of cultures of the Spanish-speaking world	NOTES:	
contemporary elements	<ul style="list-style-type: none">• explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world		
diversity	<ul style="list-style-type: none">• explore diversity of the cultures of the Spanish-speaking world in the larger community		
change	<ul style="list-style-type: none">• explore and reflect on change within own family and community		
7.3 Building Community			GRADE 4
positive group membership	<ul style="list-style-type: none">• encourage and support classmates and schoolmates	NOTES:	
appreciating diversity	<ul style="list-style-type: none">• explore diversity in the immediate and local community, and reflect on its significance to self		
appreciating similarity	<ul style="list-style-type: none">• explore similarities among members of the local community, and reflect on the significance of this to self		

7.3 <i>Building Community</i> (continued)		GRADE 4
contributing to community	<ul style="list-style-type: none"> demonstrate willingness to assist or contribute for personal satisfaction 	NOTES:
7.4 <i>Global Citizenship</i>		GRADE 4
responsible citizenship	<ul style="list-style-type: none"> respect the feelings, rights and property of others; and accept responsibility for one's own actions 	NOTES:
interdependence	<ul style="list-style-type: none"> recognize that people depend on others to meet their needs; and recognize the effects of one's actions on others 	
intercultural skills	<ul style="list-style-type: none"> examine the rights and responsibilities of the individual 	
future opportunities	<ul style="list-style-type: none"> identify personal strengths and areas for growth; and establish personal goals and action plans 	

GRADE 5

1.1 <i>Discover and Explore</i>		GRADE 5
express ideas	<ul style="list-style-type: none"> use personal experiences as a basis for exploring and expressing opinions and understanding 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> seek viewpoints of others to build on personal responses and understanding 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms 	
set goals	<ul style="list-style-type: none"> identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use 	
1.2 <i>Clarify and Extend</i>		GRADE 5
develop understanding	<ul style="list-style-type: none"> reflect on prior knowledge and experiences to arrive at new understanding 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain personal viewpoints 	
combine ideas	<ul style="list-style-type: none"> experiment with arranging ideas and information in a variety of ways to clarify understanding 	
extend understanding	<ul style="list-style-type: none"> ask questions to clarify information and develop new understanding 	

2.1 Use Strategies and Cues			GRADE 5
prior knowledge	<ul style="list-style-type: none">make and record connections among personal experiences, prior knowledge and a variety of texts	NOTES:	
comprehension strategies	<ul style="list-style-type: none">use a variety of comprehension strategies to confirm understanding and self-correct		
textual cues	<ul style="list-style-type: none">use textual cues to construct and confirm meaning		
cueing systems	<ul style="list-style-type: none">use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context		
2.2 Respond to Texts			GRADE 5
experience various texts	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, such as historical fiction, legends, biographies, poetry, news reports and guest speakers; and share responses	NOTES:	
connect self, texts and culture	<ul style="list-style-type: none">identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts		
appreciate the artistry of texts	<ul style="list-style-type: none">identify descriptive and figurative language in oral, print, visual and multimedia texts		

2.3 Understand Forms and Techniques			GRADE 5
forms and genres	<ul style="list-style-type: none">understand and use a variety of oral, print, visual and multimedia forms and texts	NOTES:	
techniques and elements	<ul style="list-style-type: none">identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts		
vocabulary	<ul style="list-style-type: none">expand knowledge of words and word relationships, using a variety of sources		
experiment with language	<ul style="list-style-type: none">recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour		
create original texts	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques		
3.1 Plan and Focus			GRADE 5
use personal knowledge	<ul style="list-style-type: none">summarize personal knowledge of a topic in categories to determine information needs	NOTES:	
ask questions	<ul style="list-style-type: none">formulate general and specific questions to identify information needs		
participate in group inquiry	<ul style="list-style-type: none">share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research		

3.1 <i>Plan and Focus</i> (continued)		GRADE 5
create and follow a plan	<ul style="list-style-type: none"> gather and record information and ideas using a plan 	NOTES:
3.2 <i>Select and Process</i>		GRADE 5
identify personal and peer knowledge	<ul style="list-style-type: none"> record, select and share personal knowledge of a topic to focus inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources 	
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs 	
access information	<ul style="list-style-type: none"> use a variety of tools to access information and ideas; and use visual and auditory cues to identify important information 	
make sense of information	<ul style="list-style-type: none"> recognize organizational patterns of oral, print, visual and multimedia text; and skim, scan and listen for key words and phrases 	
3.3 <i>Organize, Record and Assess</i>		GRADE 5
organize information	<ul style="list-style-type: none"> organize information and ideas into categories, using a variety of strategies 	NOTES:
record information	<ul style="list-style-type: none"> make notes of key words, phrases and images by subtopics; and cite authors and titles of sources appropriately 	

3.3 <i>Organize, Record and Assess</i> (continued)			GRADE 5
evaluate information	<ul style="list-style-type: none"> recognize gaps in the information gathered, and locate additional information needed 	NOTES:	
develop new understanding	<ul style="list-style-type: none"> determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills 		
4.1 <i>Generate and Focus</i>			GRADE 5
generate ideas	<ul style="list-style-type: none"> focus a topic for oral, print and visual texts, using a variety of strategies 	NOTES:	
choose text forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 		
organize ideas	<ul style="list-style-type: none"> develop and arrange ideas in own oral, print and visual texts, using a variety of organizers 		
4.2 <i>Enhance and Improve</i>			GRADE 5
appreciate own and others' work	<ul style="list-style-type: none"> share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria 	NOTES:	
revise content	<ul style="list-style-type: none"> revise to create an interesting impression and check for sequence of ideas 		
enhance legibility	<ul style="list-style-type: none"> write legibly, and use word processing when composing and revising 		
enhance artistry	<ul style="list-style-type: none"> choose descriptive language and sentence patterns to clarify and enhance ideas 		

4.2 <i>Enhance and Improve</i> (continued)		GRADE 5
enhance presentations	<ul style="list-style-type: none"> use effective openings and closings that attract and sustain reader or audience interest 	NOTES:
4.3 <i>Attend to Conventions</i>		GRADE 5
grammar and usage	<ul style="list-style-type: none"> identify and eliminate sentence fragments 	NOTES:
spelling	<ul style="list-style-type: none"> understand spelling conventions, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness 	
capitalization and punctuation	<ul style="list-style-type: none"> use writing conventions, and apply these conventions when editing and proofreading 	
4.4 <i>Present and Share</i>		GRADE 5
share ideas and information	<ul style="list-style-type: none"> prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> use gestures and facial expressions to enhance oral presentations; and use emphasis and appropriate pacing, and arrange presentation space to focus audience attention 	

4.4 <i>Present and Share</i> (continued)			GRADE 5
attentive listening and viewing	<ul style="list-style-type: none"> show respect for the presenter through active listening and viewing behaviours 	NOTES:	
5.1 <i>Develop and Celebrate Community</i>			GRADE 5
share and compare responses	<ul style="list-style-type: none"> acknowledge differing responses to common experiences 	NOTES:	
relate texts to culture	<ul style="list-style-type: none"> discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities 		
appreciate diversity through texts	<ul style="list-style-type: none"> connect the actions of individuals in oral, print, visual and multimedia texts to personal experiences 		
celebrate special occasions	<ul style="list-style-type: none"> select and use language appropriate in tone and form to recognize and honour people and events 		
5.2 <i>Encourage, Support and Work with Others</i>			GRADE 5
cooperate with others	<ul style="list-style-type: none"> distinguish between on-task and off-task ideas and behaviours in a group 	NOTES:	
work in groups	<ul style="list-style-type: none"> assume the responsibilities for various group roles 		
use language to show respect	<ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use when communicating orally 		

5.2 <i>Encourage, Support and Work with Others</i> (continued)			GRADE 5
evaluate group process	<ul style="list-style-type: none"> assess group process, using checklists; and determine areas for development 	NOTES:	
6.1 <i>Linguistic Elements</i>			GRADE 5
sound-symbol system	<ul style="list-style-type: none"> use, independently, in oral and written situations, all elements of the sound-symbol system 	NOTES:	
lexicon	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in classroom, school and community contexts 		
grammatical elements	<ul style="list-style-type: none"> use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> object pronouns—direct: <i>me, te, le, la, lo ...</i> reflexive verbs adverbs—manner, place, time, frequency and ending in <i>-mente</i> use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> preterite commands for commonly used verbs commands—negative form prepositions imperfect object pronouns—indirect: <i>me, te, le, nos, os, les, se</i> object of prepositions: <i>mí, ti, él, ella, usted ...</i> 		

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

GRADE 5

grammatical elements	<ul style="list-style-type: none"> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> – agreement with adjectives – demonstrative: <ul style="list-style-type: none"> • adjectives <i>este/esta/estos/estas ...</i> • pronouns <i>éste/ésta/éstos/éestas ...</i> – noun and verb agreement – present tense of most frequent verbs: <i>ar/er/ir nos/os/les gusta/n</i> – comparative and superlative – possessive pronouns: <i>mío, tuyo ...</i> – present progressive: <i>estar + gerund</i> – reflexive verbs of frequent use: <i>lavarse, peinarse, etc.</i> – near future: <i>ir a + infinitive</i> – diminutive – superlative <i>-ísimo</i> 	NOTES:
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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

6.1 Linguistic Elements (continued)

GRADE 5

mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly, and apply these features for effect 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts, and apply these features for effect 	

6.2 <i>Language Competence</i>		GRADE 5
listening	<ul style="list-style-type: none"> listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation 	
reading	<ul style="list-style-type: none"> read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations 	
writing	<ul style="list-style-type: none"> produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand a series of simple events and/or representations 	
representing	<ul style="list-style-type: none"> create multiple representations of the same ideas, events and/or information 	
6.3 <i>Sociolinguistic/Sociocultural Elements</i>		GRADE 5
register	<ul style="list-style-type: none"> use formal and informal language in familiar situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions to enhance communication 	

6.3 Sociolinguistic/Sociocultural Elements (continued)			GRADE 5
variations in language	<ul style="list-style-type: none">experience a variety of regional variations in language	NOTES:	
social conventions	<ul style="list-style-type: none">recognize simple social conventions in informal conversations		
nonverbal communication	<ul style="list-style-type: none">use appropriate nonverbal behaviours in a variety of familiar contexts		
6.4 Language Learning Strategies			GRADE 5
cognitive	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance language learning; e.g., identify similarities and differences between aspects of the language being learned and their own language	NOTES:	
metacognitive	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process, check copied writing for accuracy		
social affective	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or nonacceptance by more experienced speakers		

6.5 <i>Language Use Strategies</i>		GRADE 5
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when a message has not been understood 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., use knowledge of the sound-symbol system to aid reading comprehension 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences 	
6.6 <i>General Learning Strategies</i>		GRADE 5
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try, even though they might make mistakes 	
7.1 <i>Self-identity</i>		GRADE 5
understanding self-identity	<ul style="list-style-type: none"> identify influences on development of one's self-concept and self-identity 	NOTES:

7.1 <i>Self-identity (continued)</i>		GRADE 5
developing positive self-identity	<ul style="list-style-type: none"> recognize that individuals change in many ways, and that perception of oneself can change over time and depending on one's context 	NOTES:
valuing Spanish and the cultures of the Spanish-speaking world	<ul style="list-style-type: none"> identify immediate and lifelong personal benefits derived from studying language and culture 	
valuing multilingualism/multiculturalism	<ul style="list-style-type: none"> recognize the uniqueness of multilingual/multicultural education in a Canadian context 	
7.2 <i>Cultures of the Spanish-speaking World</i>		GRADE 5
historical elements	<ul style="list-style-type: none"> explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world 	NOTES:
contemporary elements	<ul style="list-style-type: none"> explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world 	
diversity	<ul style="list-style-type: none"> explore diversity of the cultures of the Spanish-speaking world at the provincial level 	
change	<ul style="list-style-type: none"> explore and reflect on change in the cultures of the Spanish-speaking world within Canada 	

7.3 <i>Building Community</i>		GRADE 5
positive group membership	<ul style="list-style-type: none"> develop skills that promote open, authentic relationships with others in class and school 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> explore, compare and reflect on how diversity in Canada has an impact on self 	
appreciating similarity	<ul style="list-style-type: none"> explore, compare and reflect on common human needs and experiences of Canadians 	
contributing to community	<ul style="list-style-type: none"> demonstrate concern for the quality of one's work in and out of school 	
7.4 <i>Global Citizenship</i>		GRADE 5
responsible citizenship	<ul style="list-style-type: none"> recognize the positive and negative aspects of the consequences of one's actions; and demonstrate honesty and reliability in a variety of situations 	NOTES:
interdependence	<ul style="list-style-type: none"> examine the role of the individual in group activities; and reflect on effectiveness of own contributions 	
intercultural skills	<ul style="list-style-type: none"> recognize and respect individual differences; and recognize the worth of every individual 	
future opportunities	<ul style="list-style-type: none"> identify individual strengths and areas for further development; and establish personal goals and action plans 	

GRADE 6

1.1 <i>Discover and Explore</i>		GRADE 6
express ideas	<ul style="list-style-type: none"> use exploratory language to discover individual interpretations and share personal responses 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> select from ideas and observations of others to develop thinking and understanding 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms 	
set goals	<ul style="list-style-type: none"> assess personal language use; and set personal goals to enhance language learning and use 	
1.2 <i>Clarify and Extend</i>		GRADE 6
develop understanding	<ul style="list-style-type: none"> use prior knowledge and experiences selectively to make sense of new information in a variety of contexts 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain and support personal viewpoints, and revise previous understanding 	
combine ideas	<ul style="list-style-type: none"> search for ways to reorganize ideas and information to extend understanding 	
extend understanding	<ul style="list-style-type: none"> ask a variety of questions to clarify information and develop new understanding 	

2.1 <i>Use Strategies and Cues</i>		GRADE 6
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> use comprehension strategies appropriate to the type of text and purpose 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	
2.2 <i>Respond to Texts</i>		GRADE 6
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels; and explain preferences for particular types of oral, literary and media texts 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places and actions 	

2.3 Understand Forms and Techniques			GRADE 6
forms and genres	<ul style="list-style-type: none">recognize key characteristics of various oral, print, visual and multimedia genres	NOTES:	
techniques and elements	<ul style="list-style-type: none">examine key elements and techniques in oral, print, visual and multimedia texts		
vocabulary	<ul style="list-style-type: none">identify how and why word structures and meaning change; and use accurate word meaning according to context		
experiment with language	<ul style="list-style-type: none">experiment with words and sentence patterns to create word pictures		
create original texts	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques		
3.1 Plan and Focus			GRADE 6
use personal knowledge	<ul style="list-style-type: none">summarize and focus personal knowledge of a topic to determine information needs	NOTES:	
ask questions	<ul style="list-style-type: none">formulate relevant questions to focus information needs		
participate in group inquiry	<ul style="list-style-type: none">contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research		

3.1 Plan and Focus <i>(continued)</i>		GRADE 6
create and follow a plan	<ul style="list-style-type: none"> create and follow a plan to collect and record information 	NOTES:
3.2 Select and Process		GRADE 6
identify personal and peer knowledge	<ul style="list-style-type: none"> record personal knowledge of a topic and collaborate to generate information for inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources 	
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs 	
access information	<ul style="list-style-type: none"> use a variety of tools to access information and ideas; and use visual and auditory cues to gather important information 	
make sense of information	<ul style="list-style-type: none"> use organizational patterns of oral, print, visual and multimedia text to construct meaning; and skim, scan and read closely to gather information 	
3.3 Organize, Record and Assess		GRADE 6
organize information	<ul style="list-style-type: none"> organize information and ideas, using a variety of strategies and techniques 	NOTES:

3.3 Organize, Record and Assess *(continued)***GRADE 6**

record information	<ul style="list-style-type: none">record information in own words, cite authors and titles appropriately, and provide publication dates of sources	NOTES:
evaluate information	<ul style="list-style-type: none">recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose	
develop new understanding	<ul style="list-style-type: none">assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research	

4.1 Generate and Focus**GRADE 6**

generate ideas	<ul style="list-style-type: none">focus a topic for oral, print and visual texts, using a variety of strategies	NOTES:
choose text forms	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes	
organize ideas	<ul style="list-style-type: none">use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts	

4.2 Enhance and Improve**GRADE 6**

appreciate own and others' work	<ul style="list-style-type: none">share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria	NOTES:
revise content	<ul style="list-style-type: none">revise for content, organization and clarity	

4.2 Enhance and Improve *(continued)***GRADE 6**

enhance legibility	<ul style="list-style-type: none">• write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate	NOTES:
enhance artistry	<ul style="list-style-type: none">• choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas	
enhance presentations	<ul style="list-style-type: none">• emphasize key ideas and information to enhance audience understanding and enjoyment	

4.3 Attend to Conventions**GRADE 6**

grammar and usage	<ul style="list-style-type: none">• identify and eliminate sentence fragments and run-on sentences	NOTES:
spelling	<ul style="list-style-type: none">• apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of common exceptions	
capitalization and punctuation	<ul style="list-style-type: none">• apply writing conventions when editing and proofreading	

4.4 <i>Present and Share</i>			GRADE 6
share ideas and information	<ul style="list-style-type: none"> prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience 	NOTES:	
effective oral and visual communication	<ul style="list-style-type: none"> use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication 		
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate critical listening and viewing behaviours, and show respect for the presenter 		
5.1 <i>Develop and Celebrate Community</i>			GRADE 6
share and compare responses	<ul style="list-style-type: none"> compare personal ways of responding and thinking with those of others 	NOTES:	
relate texts to culture	<ul style="list-style-type: none"> explore cultural representations in oral, print, visual and multimedia texts from various communities 		
appreciate diversity through texts	<ul style="list-style-type: none"> connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences 		
celebrate special occasions	<ul style="list-style-type: none"> select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school 		

5.2 <i>Encourage, Support and Work with Others</i>		GRADE 6
cooperate with others	<ul style="list-style-type: none"> assist group members to maintain focus and complete tasks 	NOTES:
work in groups	<ul style="list-style-type: none"> select and assume roles to assist in the achievement of group goals 	
use language to show respect	<ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use and tone when communicating orally 	
evaluate group process	<ul style="list-style-type: none"> assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists 	
6.1 <i>Linguistic Elements</i>		GRADE 6
sound–symbol system	<ul style="list-style-type: none"> consistently and independently use all elements of the sound–symbol system 	NOTES:
lexicon	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea 	

6.1 Linguistic Elements (continued)	GRADE 6
grammatical elements	<p>NOTES:</p> <ul style="list-style-type: none"> • use, in modelled situations, the following grammatical elements: <ul style="list-style-type: none"> – impersonal “se” – relative clauses – subordinate clauses with the verb in indicative or infinitive – simple future – double object pronouns—direct and indirect • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> – commands—negative form – prepositions – imperfect – object pronouns—indirect: <i>me, te, le, nos, os, les</i> – object of prepositions: <i>mí, ti, él, ella, usted ...</i> – object pronouns—direct: <i>me, te, le, la, lo ...</i> – reflexive verbs – adverbs—manner, place, time, frequency and ending in <i>-mente</i> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> – preterite – commands for commonly used verbs
mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly and for effect, including colons, ellipses and parentheses
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts, and apply these features independently for effect

- 1 Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
- 2 Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
- 3 Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

6.2 Language Competence**GRADE 6**

listening	<ul style="list-style-type: none">listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations	NOTES:
speaking	<ul style="list-style-type: none">produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation	
reading	<ul style="list-style-type: none">read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	
writing	<ul style="list-style-type: none">produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with familiar topics in structured and unstructured situations	
viewing	<ul style="list-style-type: none">view and understand events and/or representations within and beyond the school context	
representing	<ul style="list-style-type: none">use a variety of forms to create representations of ideas, events and/or information	

6.3 Sociolinguistic/Sociocultural Elements**GRADE 6**

register	<ul style="list-style-type: none">identify socially appropriate language in specific situations	NOTES:
idiomatic expressions	<ul style="list-style-type: none">correctly use learned idiomatic expressions in new contexts	

6.3 Sociolinguistic/Sociocultural Elements <i>(continued)</i>		GRADE 6
variations in language	<ul style="list-style-type: none"> recognize some common regional variations in language 	NOTES:
social conventions	<ul style="list-style-type: none"> recognize important social conventions in everyday interactions 	
nonverbal communication	<ul style="list-style-type: none"> use appropriate nonverbal behaviours in a variety of familiar contexts 	
6.4 Language Learning Strategies		GRADE 6
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input, listen or read for key words 	
social affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in conferencing and brainstorming as prewriting and postwriting exercises 	

6.5 Language Use Strategies		GRADE 6
interactive	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction	NOTES:
interpretive	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues	
productive	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process	
6.6 General Learning Strategies		GRADE 6
cognitive	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information	NOTES:
metacognitive	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests	
social/affective	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes	

7.1 Self-identity			GRADE 6
understanding self-identity	<ul style="list-style-type: none">• explore and reflect on various facets of self-identity	NOTES:	
developing positive self-identity	<ul style="list-style-type: none">• recognize the effect of positive and negative treatment on self and others		
valuing Spanish and the cultures of the Spanish-speaking world	<ul style="list-style-type: none">• recognize the personal value and significance of language and culture		
valuing multilingualism/multiculturalism	<ul style="list-style-type: none">• identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context		
7.2 Cultures of the Spanish-speaking World			GRADE 6
historical elements	<ul style="list-style-type: none">• identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world	NOTES:	
contemporary elements	<ul style="list-style-type: none">• identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world		
diversity	<ul style="list-style-type: none">• explore diversity of the cultures of the Spanish-speaking world in Canada		
change	<ul style="list-style-type: none">• explore and reflect on change in the cultures of the Spanish-speaking world at the international level		

7.3 <i>Building Community</i>		GRADE 6
positive group membership	<ul style="list-style-type: none"> use skills that promote cooperation and mutual respect within the classroom and the school 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada 	
appreciating similarity	<ul style="list-style-type: none"> examine the common human needs and experiences of people around the world 	
contributing to community	<ul style="list-style-type: none"> provide positive contributions and leadership within the school and/or community 	
7.4 <i>Global Citizenship</i>		GRADE 6
responsible citizenship	<ul style="list-style-type: none"> explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills 	NOTES:
interdependence	<ul style="list-style-type: none"> participate in and contribute to group activities effectively; and recognize that cooperation is important 	
intercultural skills	<ul style="list-style-type: none"> accept differences in characteristics and abilities of peers and others 	
future opportunities	<ul style="list-style-type: none"> identify own interests, and explore future opportunities for learning and employment 	

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Los Adjetivos	Adjectives
grande	big
corto	short
pequeño	small/little
largo	tall
Los Animales	Animals
el oso	bear
el castor	beaver
el pájaro	bird
el bisonte/búfalo	bison/buffalo
el reno	caribou
el gato	cat
la ardilla listada	chipmunk
la vaca	cow
el coyote	coyote
el ciervo/la venado	deer
el perro	dog
el pato	duck
el alce	elk
el zorro	fox
la cabra	goat
el ganso	goose
la gallina	hen
el caballo	horse
la marmota	marmot
el alce	moose
la cabra montesa	mountain goat

Los Animales (continued)	Animals (continued)
el ratón	mouse
la ballena	whale
la nutria	otter
el cerdo	pig
el puerco espín	porcupine
el conejo	rabbit
el mapache	raccoon
el gallo	rooster
la foca	seal
la oveja	sheep
el zorrillo	skunk
la ardilla	squirrel
el pavo	turkey
la morsa	walrus
el lobo	wolf
Las Partes Del Cuerpo	Body Parts
el tobillo	ankle
el brazo	arm
la espalda	back
las nalgas	buttocks
la mejillas	cheek
el pecho	chest
el mentón, la barbilla	chin
la oreja	ear
el codo	elbow
la ceja	eyebrow
las pestañas	eyelash
los ojos	eyes
el rostro/la cara	face
el dedo	finger

Las Partes Del Cuerpo (continued)	Body Parts (continued)
la uña	fingernail
el pie	foot
la frente	forehead
el cabello/el pelo	hair
la mano	hand
la cabeza	head
el talón	heel
las caderas	hips
la rodilla	knee
la pierna	leg
los labios	lips
la boca	mouth
el cuello	neck
la nariz	nose
la espinilla	shin
el hombro	shoulder
los dientes	teeth
el pulgar	thumb
el dedo del pie	toe
el torso	torso
el tronco	trunk
la muñeca	wrist
El Calendario	Calendar
Los Meses	Months
enero	January
febrero	February
marzo	March
abril	April
mayo	May

Los Meses (continued)	Months (continued)
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
Días De La Semana	Days of the Week
domingo	Sunday
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
Las Estaciones	Seasons
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter
La Sala De Clase	Classroom
el acuario	aquarium
el atlas	atlas
la pizarra	blackboard
el libro	book
la calculadora	calculator
la silla	chair
la tiza	chalk

La Sala De Clase (continued)	Classroom (continued)
el reloj (de pared), el despertador	clock/alarm clock
los corchetes o broches del abrigo	coat hooks
los lápices de colores	coloured pencils
la computadora	computer
el crayón	crayon
el armario	cupboards
la mesa de trabajo/el escritorio	desk
el diccionario	dictionary
la puerta	door
la goma de borrar	eraser
la carpeta	file folder
el archivador	filing cabinet
la bandera	flag
el basurero	garbage can/bin
el globo terrestre	globe
el pegamento	glue
el casillero	locker
los marcadores, los rotuladores	markers
el cuaderno	notebook
el papel	paper
el bolígrafo	pen
el lápiz	pencil
el estuche	pencil case
el sacapuntas	pencil sharpener
la regla	ruler
las tijeras	scissors
el estante	shelf
el fregadero	sink
el estudiante	student (male) – post-secondary

La Sala De Clase (continued)	Classroom (continued)
la estudiante	student (female) – post-secondary
la alumno	pupil, student (male) – elementary
el alumna	pupil, student (female) – elementary
la mesa de estudiante	student desk
la grabadora	tape recorder
la profesora	teacher (female) – secondary
el profesor	teacher (male) – secondary
el maestro	teacher (male) – primary
la maestra	teacher (female) – primary
la televisión	television
el aparato de video	VCR or DVD player
la papelera, el cesto de basura	wastebasket
las ventanas	windows
el mapa del mundo	world map
La Ropa	Clothing
la mochila	backpack
el bañador	bathing suit
el traje de baño	bathing suit
el cinturón	belt
la blusa	blouse
las botas	boots
la gorra	cap/hat
el abrigo	coat
la chaqueta	coat, jacket, blazer
el vestido	dress
las gafas	glasses
los anteojos	glasses
el sombrero	hat

La Ropa (continued)	Clothing (continued)
la bata	housecoat
los vaqueros	jeans
los zapatos de deporte	sneakers/runners
la ropa de deporte	jogging suit
los manoplas, los guantes	mittens, gloves
el abrigo	overcoat, topcoat
los pantalones	pants
el bolsillo	pocket
el monedero/la bolsa	purse
el pijama	pyjamas
la gabardina	raincoat
el impermeable	raincoat
las sandalias	sandals
la bufanda, el pañuelo, el fular	scarf
la camisa	shirt
los zapatos	shoes
los pantalones cortos	shorts
el traje de esquí	ski suit
la falda	skirt
las zapatillas (de casa)	slippers
los calcetines	socks
el traje	suit
el suéter	sweater
el jersey	sweater
la pollera, la playera, la camiseta	T-shirt
la corbata	tie
el paraguas	umbrella
la ropa interior	underwear
la cartera, la billetera	wallet
el reloj de pulsera	watch

La Familia	Family
la tía	aunt
el hermano	brother
la prima	cousin (female)
el primo	cousin (male)
la hija	daughter
el papá/el padre	father
la abuela	grandmother
el abuelo	grandfather
la mamá/la madre	mother
la hermana	sister
el hijo	son
el tío	uncle
Los Alimentos	Food
la manzana	apple
la banana, el plátano	banana
el pan	bread
la mantequilla	butter
el pastel	cake
la zanahoria	carrot
los cereales	cereals
el queso	cheese
el pollo	chicken
el café	coffee
el maíz	corn
los postres	desserts
los huevos	eggs
el pescado	fish
las patatas fritas, las papas fritas	French fries
las frutas	fruits
las uvas	grapes

Los Alimentos (continued)	Food (continued)
el jamón	ham
el helado	ice cream
la carne	meat
la leche	milk
la naranja	orange
el jugo de naranja	orange juice
el melocotón	peach
los guisantes	peas
la piña	pineapple
la patata, la papa	potato
las papitas fritas, las papas fritas	potato chips
la sal y la pimienta	salt and pepper
el bocadillo, el sandwich	sandwich
las salchichas	sausage
el filete, el bistec	steak
la fresa	strawberry
el té	tea
el tomato	tomato
las verduras	vegetables
En La Casa	Home
el primer piso	1st floor
el ático, el desván	attic
el balcón	balcony
el sótano	basement
el baño	bathroom
la bañera	bathtub
la cama	bed
la habitación, el dormitorio, la recámara	bedroom
la terraza	deck

En La Casa (continued)	Home (continued)
el comedor	dining room
el portal	entryway
la nevera, el refrigerador	fridge
el garaje	garage
el vestíbulo	hall
el corredor, el pasillo	hallway
la cocina	kitchen
la lámpara	lamp
el lavadero/la lavandería	laundry room
el salón, la sala	living room
el horno	oven
la ducha	shower
el fregadero	sink
el jabón	soap
el sofá, el sillón	sofa, armchair
las escaleras	stairways
la estufa	stove
el lavabo	toilet
el patio	yard, patio, backyard, courtyard
La Gente/Los Empleos	People Around Me (Jobs)
el/la artista	artist, performer
el/la deportista	athlete
el/la carpintero(a)	carpenter
el/la cajero(a)	cashier
el/la médico(a)	doctor
el/la conductor(a)	driver
el/la maestro(a)	elementary teacher
el/la bombero(a)	firefighter
la/el enfermera(o)	nurse

La Gente/Los Empleos (continued)	People Around Me (Jobs) (continued)
el/la fontanero(a), el/la plomero(a)	plumber
el/la policía	police officer
el/la cartero(a)	letter carrier
el/la dependiente	salesperson
el/la tendero(a)	shop owner
el/la profesor(a)	teacher
el/la camarero(a)	waitress
el/la veterinario(a)	veterinarian
el/la abogado(a)	lawyer
el/la dentista	dentist
el actor/la actriz	actor/actress
el ingeniero	engineer
Las Actividades	Leisure Activities
el béisbol	baseball
el baloncesto/el básquetbol	basketball
las damas	checkers
el ajedrez	chess
coleccionar	collecting cards
hacer malabarismo	juggling
saltar a la comba	jump rope
jugar a las cartas	playing cards
jugar con juguetes	playing with toys
correr	run
el fútbol	soccer
nadar	swimming
el vóleibol, el volibol	volleyball

La Escuela	School
la mochila	backpack
el salón/la sala de clase	classroom
el gimnasio	gymnasium
el pasillo, el corredor	hallway, corridor
la biblioteca	library
el mapa	map
el salón de música	music room
la oficina	office
el cartel	poster
la mesa	table
el baño	washroom, bathroom
Los Partes Del Día	Time of Day
la mañana	morning
el mediodía	noon
la tarde	afternoon, evening
la noche	night, nighttime
El Tiempo	Weather
Hace frío.	It is cold.
Hace calor.	It is hot.
Está lloviendo.	It is raining.
Está nevando.	It is snowing.
Hace sol.	It is sunny.
Hace mucho frío.	It is very cold.
Hace mucho calor.	It is very hot.
Hace viento.	It is windy.
Truena.	It is thundering.
Está nublado.	It is cloudy/foggy.
Hace muy buen tiempo.	The weather is nice.
Hace mal tiempo.	The weather is not nice.

Los Verbos	Verbs
preguntar (por algo)	to ask (for something)
estar	to be
ser	to be
comprar	to buy
llamar	to call/to beckon
elegir	to choose
cerrar algo	to close something
contar	to count/to tell
gritar, llorar	to shout, to cry
cortar	to cut
bailar	to dance
hacer	to do, to make
dibujar	to draw
beber	to drink
comer	to eat
entrar en (p.e. una habitación)	to enter (i.e., a room)
caer	to fall
buscar, encontrar	to find
levantarse	to get up/to arise
dar	to give
ir	to go
bajar (p.e. escaleras)	to go down (i.e., stairs)
salir (p.e. de una habitación)	to go out (i.e., of a room)
subir (p.e. escaleras)	to go up (i.e., stairs)
saltar	to jump
aprender	to learn
gustar, amar a alguien o algo	to like, love someone, something
escuchar	to listen to
mirar	to look at
mirar (p.e. la TV)	to look at, watch (i.e., TV)
buscar	to look for

Los Verbos (continued)	Verbs (continued)
amar	to love
abrir algo	to open something
jugar	to play
tocar	to play, to touch
practicar	to practise
poner o colocar algo (libro en la estantería)	to put or place something (book on a shelf)
poner	to put, to lay
leer	to read
correr	to run
cantar	to sing
sentarse	to sit
dormir	to sleep
estudiar	to study
nadar	to swim
hablar	to talk, speak
pensar	to think
caminar	to walk
pasear	to walk
llevar (una prenda, un sombrero)	to wear (a garment, a hat) to carry, to take
trabajar	to work
escribir	to write

Classroom Commands

Spanish Singular	English Singular	Spanish Plural	English Plural
Ven aquí.	Come here.	Vengan aquí.	Come here.
Mira el pizarrón/la pizarra.	Look at the blackboard.	Miren el pizarrón/la pizarra.	Look at the blackboard.
Levanta la mano.	Raise your hand.	Levanten las manos.	Raise your hands.
Baja la mano.	Lower your hand.	Bajen las manos.	Lower your hands.
Abre tu libro.	Open your book.	Abran sus libros.	Open your books.
Escribe tu nombre.	Write your name.	Escriban sus nombres.	Write your names.
Haz un dibujo.	Make a drawing.	Hagan un dibujo.	Make a drawing.
Cierra tu libro.	Close your book.	Cierren sus libros.	Close your books.
Saca tu libro.	Take your book out.	Saquen sus libros.	Take out your books.
Levántate.	Stand up.	Levántense.	Stand up.
Siéntate.	Sit down.	Siéntense.	Sit down.
Escucha.	Listen.	Escuchen.	Listen.
Pasa la página.	Turn the page.	Pasen la página.	Turn the pages.
Forma una fila.	Line up.	Formen una fila.	Line up.
Limpia tu pupitre.	Clean up your desk.	Limpiesen sus pupitres.	Clean up your desk.
Limpia el piso (suelo).	Clean the floor.	Limpiesen el piso (suelo).	Clean the floor.
Párate.	Stop.	Párense.	Stop.

Classroom Expressions

Los frases	Phrases
¿Permítame ir al baño por favor?	May I go to the bathroom?
¿Permítame ir a tomar agua por favor?	May I go get a drink of water?
¿Permítame sacar punta a mi lápiz?	May I sharpen my pencil?
Busca la página número _____.	Look for the page number _____.
Busquen las páginas números _____.	Look for the page numbers _____.
Con permiso/Disculpe.	Excuse me.
¿Cómo se dice _____ en español?	How do you say _____ in Spanish?
¿Cómo se escribe _____?	How do you write _____?
Lo siento/disculpe.	I am sorry.
Perdón.	Pardon me.
No lo sé.	I don't know (it).
No recuerdo./No me acuerdo.	I don't remember.
No comprendo./No entiendo.	I don't understand.
Tengo un problema.	I have a problem.
Necesito _____. (e.g., ayuda, algo)	I need _____. (e.g., help, something)
¿Puedo interrumpir?	May I interrupt?
Repita, por favor.	Repeat that, please.
Despacio, por favor.	Slow down, please.
¿Qué necesita?	What do you need?
¿Qué quiere decir _____?	What does _____ mean?
¿Puedo ir al baño por favor?	Can I go to the bathroom?
¿Puedo ir a tomar agua por favor?	Can I get a drink of water?
¿Puedo sacar punta a mi lápiz?	Can I sharpen my pencil?
Se me olvidó.	I forgot.

Idioms

Cantar de plano.	(To sing clearly.) To spill the beans.
Venir con músicas (cuentos). (e.g., ¡No me vengas con cuentos!)	(To come with music.) To tell tall tales.
Un viento del mil demonios.	(A wind of a thousand demons.) A howling gale.
Parecerse como dos gotas de agua.	(To look like two drops of water.) To be like two peas in a pod.
Estar entre dos aguas.	(To be between two waters.) To be undecided.
El mundo es un pañuelo.	(The world is a handkerchief.) It's a small world.
Todo va viento en popa.	(Everything goes wind at the stern.) All is going well/sailing smoothly.
Estar en las nubes.	(To be in the clouds.) To be daydreaming.
Tener el toro por los cuernos.	(To have the bull by the horns.)
Estar entre la espada y la pared.	(To be between the sword and the wall.) To be caught between a rock and a hard place.
Tener la sartén por el mango.	(To have the frying pan by the handle.) To run the show.
Caer chuzos (de punta).	(To rain sharp-pointed spears.) To rain cats and dogs.

Idioms (continued)

Ir al grano.	(To go to the seed.) To get to the point.
Poner toda la carne en el asador.	(To put all the meat on the spit.) To put all your eggs in one basket.
Tomarle el pelo a uno. No me tomes el pelo.	(To pull someone's hair.) To pull someone's leg.
Cuando las ranas críen pelo.	(When frogs grow hair.) When pigs fly.
Acostarse con las gallinas.	(To go to bed with the hens.) To go to bed very early.

Proverbs

Haz lo que yo digo y no lo que yo hago.	(Do what I say and not what I do.) Do as I say, not as I do.
A lo hecho, pecho.	What's done is done.
De tal palo, tal astilla.	(From such wood, such splinters.) Like father, like son.
Nunca es tarde para aprender.	(It's never too late to learn.) You're never too old to learn.
El saber no ocupa lugar.	(Knowledge does not occupy space.) Knowledge is power.
A mal tiempo buena cara.	(To bad weather, good face.) Keep your chin up.

Proverbs (continued)

Donde una puerta se cierra, una ventana se abre.	(Where one door closes, a window opens.) When one door shuts, another opens.
Más vale tarde que nunca.	(Later is more valuable than never.) Better late than never.
Del dicho al hecho hay largo trecho.	(From said to done there is a long way.) Easier said than done.
La mejor medicina es la buena comida.	(The best medicine is a good food.) An apple a day keeps the doctor away.
Borrón y cuenta nueva.	(Clean slate.)
Al que madruga Dios le ayuda.	(God helps the one who gets up early.) The early bird catches the worm.

Appendix C: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ☐ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ☐ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ☐ Decide how students will apply their learning.
- ☐ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ☐ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ☐ Break down assignments or tasks into smaller, more manageable parts.
- ☐ Give clear, concrete instructions and:
 - ___ provide a visual reference of the sequence of key steps in completing the assignment
 - ___ provide a checklist of assignment parts for students to mark as tasks are completed
 - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
 - ___ record directions or lectures for playback
 - ___ repeat instructions
 - ___ have students recall instructions in sequence.
- ☐ Model and demonstrate to promote understanding of directions.
- ☐ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ☐ Highlight key points of the lesson orally and visually.
- ☐ Select extension activities that will reinforce and extend learning.
- ☐ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ☐ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ☐ Consider how the activity has been designed to motivate and engage student interest.
- ☐ Determine how to present an overview of the learning activity.
- ☐ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ☐ Build in opportunities to make connections between what the students know and what they are learning.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ☐ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ☐ Provide a quiet work station like a study carrel in a corner of the classroom.
- ☐ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ☐ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ☐ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ☐ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ☐ Rewrite materials at a lower reading level.
- ☐ Provide a graphic organizer for note taking; e.g., cloze style.
- ☐ Highlight passages of text.
- ☐ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ☐ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

- ___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- ___ a copy of the lecture notes
- ___ enlarged or reduced text
- ___ scribe
- ___ audio recordings
- ___ picture prompts
- ___ manipulatives
- ___ overlays
- ___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ☐ Provide assessment options for students to “show what they know.”

Make necessary preparations for alternative testing procedures, resources and materials.

- ☐ Does the student need:
 - _____ an audio recording of the test
 - _____ a scribe to write down his or her ideas or answers
 - _____ the test questions read aloud
 - _____ a time extension
 - _____ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ☐ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ☐ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ☐ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time Line

Record important assignment and test due dates on a master calendar and have students write these dates in their agendas.

- ☐ Show students how to plan for longer assignments by using a calendar.
- ☐ Show students how to study for an upcoming test.
- ☐ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- ☐ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- ☐ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ☐ Extend deadlines for those students who require more time to complete assignments.

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Unit Plan Overview

A diagram for a Unit Plan Overview. It features a central oval labeled "Unit Focus:". Six rectangular boxes are connected to this central oval by lines. The boxes are labeled: "Student Activities:", "Outcomes:", "Lesson Topics:", "Duration:", "Addressing Learner Diversity:", and "Assessment:". The "Assessment:" box is further connected to a seventh box labeled "Learning Strategies:".

Unit Focus:

Student Activities:

Outcomes:

Lesson Topics:

Duration:

Addressing Learner Diversity:

Assessment:

Learning Strategies:

Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:

Planning for Diversity:

**Assessment
and Evaluation:**

Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

Unit Plan C

Title:		Time line:	
General outcome:			
Specific outcomes		Learning strategies and activities	
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)			
Assessment strategies and activities		Enrichment strategies	
Resources			
Home/school/community connections		Cross-curricular connections	

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: _____

Date: _____ Class: _____

Outcomes

Lesson Description

Possible Student Learning
Strategies:

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Materials

How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	<input type="radio"/>	<input type="radio"/>
• I communicate clearly what my expectations of the students are during the class.	<input type="radio"/>	<input type="radio"/>
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	<input type="radio"/>	<input type="radio"/>
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	<input type="radio"/>	<input type="radio"/>
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	<input type="radio"/>	<input type="radio"/>
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	<input type="radio"/>	<input type="radio"/>
• I highlight important information by using bold, italics and different coloured text.	<input type="radio"/>	<input type="radio"/>
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="radio"/>	<input type="radio"/>
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	<input type="radio"/>	<input type="radio"/>
• I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="radio"/>	<input type="radio"/>
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	<input type="radio"/>	<input type="radio"/>
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	<input type="radio"/>	<input type="radio"/>
• I provide examples and non-examples of concepts.	<input type="radio"/>	<input type="radio"/>
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to discuss concepts with a partner or small group.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to work with and/or practise new skills and concepts.	<input type="radio"/>	<input type="radio"/>
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	<input type="radio"/>	<input type="radio"/>
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	<input type="radio"/>	<input type="radio"/>

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

Examples of General Accommodations

Methods of Instruction	Task/Response (cont'd)	Materials (cont'd)	Reinforcement Systems (cont'd)
<ul style="list-style-type: none"> <input type="checkbox"/> Vary amount of material to be learned. <input type="checkbox"/> Vary amount of material to be practised. <input type="checkbox"/> Vary time for practice activities. <input type="checkbox"/> Use advance organizers. <input type="checkbox"/> Cue student to stay on task; e.g., private signal. <input type="checkbox"/> Facilitate student cueing (student providing cues to the teacher). <input type="checkbox"/> Repeat directions or have student repeat directions. <input type="checkbox"/> Shorten directions. <input type="checkbox"/> Pair written instructions with oral instructions. <input type="checkbox"/> Use computer-assisted instruction. <input type="checkbox"/> Use visual aids in lesson presentation. <p>Other _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide student with a copy of notes. <input type="checkbox"/> Accept dictated or parent-assisted homework assignments. <input type="checkbox"/> Provide extra assignment time. <input type="checkbox"/> Permit student to print. <input type="checkbox"/> Provide a student buddy for reading. <p>Other _____</p> <p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify text materials (add, adapt or substitute). <input type="checkbox"/> Make materials self-correcting. <input type="checkbox"/> Highlight important concepts and information and/or passages. <input type="checkbox"/> Use a desktop easel or slantboard to raise reading materials. <input type="checkbox"/> Prepare recordings of reading/textbook materials. <input type="checkbox"/> Provide an extra textbook for home use. <input type="checkbox"/> Allow use of personal word lists, cue cards. <input type="checkbox"/> Increase use of pictures, diagrams, concrete manipulators. <input type="checkbox"/> Break materials into smaller task units. 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase print size in photocopying. <input type="checkbox"/> Use daily homework assignment book. <p>Other _____</p> <p>Organization for Instruction</p> <p>The student works best:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in large group instruction <input type="checkbox"/> in small group instruction <input type="checkbox"/> when placed beside an independent learner <input type="checkbox"/> with individual instruction <input type="checkbox"/> with peer tutoring <input type="checkbox"/> with cross-aged tutoring <input type="checkbox"/> using independent self-instructional materials <input type="checkbox"/> in learning centres <input type="checkbox"/> with preferential seating <input type="checkbox"/> with allowances for mobility <input type="checkbox"/> in a quiet space within the classroom. <p>Other _____</p> <p>Reinforcement Systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide immediate reinforcement. <input type="checkbox"/> Give verbal praise for positive behaviour. <input type="checkbox"/> Use tangible reinforcers. <input type="checkbox"/> Send notes home. <input type="checkbox"/> Complete progress charts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Allow special activities. <input type="checkbox"/> Instruct student in self-monitoring; e.g., following directions, raising hand to talk. <p>Other _____</p> <p>Assessment and Testing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust the test appearance; e.g., margins, spacing. <input type="checkbox"/> Adjust the test design (T/F, multiple choice, matching). <input type="checkbox"/> Adjust to recall with cues, cloze, word lists. <input type="checkbox"/> Vary test administration (group/individual, open book, make-up tests). <input type="checkbox"/> Audio record test questions. <input type="checkbox"/> Select items specific to ability levels. <input type="checkbox"/> Vary amount to be tested. <input type="checkbox"/> Give extra test time. <input type="checkbox"/> Adjust readability of test. <input type="checkbox"/> Allow recorded reports for essays and/or long answers. <input type="checkbox"/> Read test questions. <input type="checkbox"/> Allow use of a scribe or a reader. <input type="checkbox"/> Allow oral examinations. <p>Other _____</p>
<p>Task/Response</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce or substitute required assignments. <input type="checkbox"/> Adjust level of in-class assignments to academic level. <input type="checkbox"/> Break long-term assignments into shorter tasks. <input type="checkbox"/> Adjust amount of copying. <input type="checkbox"/> Use strategies to enhance recall; e.g., cues, cloze. 			

Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
<ul style="list-style-type: none"> <input type="radio"/> Use less difficult/alternative reading material. <input type="radio"/> Reduce amount of reading required. <input type="radio"/> Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). <input type="radio"/> Set time limits for specific task completion. <input type="radio"/> Enlarge text of worksheets and reading material. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Use large print editions of tests. <input type="radio"/> Read test items aloud to student. <input type="radio"/> Read standard directions several times at start of exam. <input type="radio"/> Audio record directions. <input type="radio"/> Use assistive technology (optical character recognition system, books on tape/CD, screen readers). 	<ul style="list-style-type: none"> <input type="radio"/> Reduce volume of work. <input type="radio"/> Break long term assignments into manageable tasks. <input type="radio"/> Extend time for completing assignments. <input type="radio"/> Offer alternative assignments. <input type="radio"/> Allow student to work on homework while at school. <input type="radio"/> Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). <input type="radio"/> Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). <input type="radio"/> Waive spelling, punctuation and paragraphing requirements. <input type="radio"/> Accept keyword responses instead of complete sentences. <input type="radio"/> Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software). 	<ul style="list-style-type: none"> <input type="radio"/> Provide alternative seating: <ul style="list-style-type: none"> — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. <input type="radio"/> Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). <input type="radio"/> Permit movement during class activities and testing sessions. <input type="radio"/> Provide directions in written form: <ul style="list-style-type: none"> — on board — on worksheets — copied in assignment book by student. <input type="radio"/> Set time limits for specific task completion. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Allow student to take breaks during tests. <input type="radio"/> Use multiple testing sessions for longer tests. <input type="radio"/> Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. <input type="radio"/> Provide cues: e.g., arrows, stop signs on worksheets and tests. <input type="radio"/> Provide a quiet, distraction-free area for testing. <input type="radio"/> Allow student to wear noise buffer device such as head phones to screen out distracting sounds. <input type="radio"/> Provide checklists for long, detailed assignments. 	<ul style="list-style-type: none"> <input type="radio"/> Provide a written outline. <input type="radio"/> Provide directions in written form (on board, on worksheets, copied in assignment book by student). <input type="radio"/> Provide a specific process for turning in completed assignments. <input type="radio"/> Provide checklists for long, detailed assignments. <input type="radio"/> Read and discuss standard directions several times at start of examination. <input type="radio"/> Provide cues, e.g., arrows, stop signs, on worksheets and tests. <input type="radio"/> Allow student to use reference aids (dictionary, word processor, vocabulary cue card). 	<ul style="list-style-type: none"> <input type="radio"/> Use assistive and adaptive devices: <ul style="list-style-type: none"> — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. <input type="radio"/> Set realistic and mutually agreed-upon expectations for neatness. <input type="radio"/> Reduce or eliminate the need to copy from a text or board; e.g., <ul style="list-style-type: none"> — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Alter the size, shape or location of the space provided for answers. <input type="radio"/> Accept keyword responses instead of complete sentences. <input type="radio"/> Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- ☐ allowing extended time
- ☐ allowing breaks during the test
- ☐ reducing the number of questions
- ☐ breaking a test into parts and administering them at separate times
- ☐ providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- ☐ providing a reader or a scribe
- ☐ providing an opportunity to record answers
- ☐ providing more detailed instructions and confirming the student's understanding of the test process
- ☐ administering the test in a small group setting or to an individual student
- ☐ administering the test in a separate room, free from distractions
- ☐ providing noise buffers; e.g., headphones
- ☐ adjusting the test appearance; e.g., margins, spacing
- ☐ adjusting the test design (true/false, multiple choice, matching)
- ☐ adjusting the readability of the test
- ☐ allowing alternative formats such as webs or key points in place of essays or long answers
- ☐ reading test questions
- ☐ allowing use of a scribe or a reader
- ☐ allowing oral examinations
- ☐ allowing students to practise taking similar test questions.

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD-ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Learning Activities Menu

Nombre: _____ Fecha: _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

Demonstrar	Planear	Entrevistar
Investigar	Tu idea	Encuesta
Exposición or Exponer	Crear	Evaluar

Sample Independent Study Agreement

Nombre:	Grado:	Fecha:
---------	--------	--------

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

- _____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).
- _____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.
- _____ I will participate in whole-class activities as the teacher assigns them.
- _____ I will keep a daily log of my progress in my learning log.
- _____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

- _____ I will check in with the teacher at the beginning and end of each class period.
- _____ I will work on my chosen topic for the entire class period on the days my teacher assigns.
- _____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright © 2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Verificador(a):	Apuntador(a) del tiempo:	Interrogador(a):
Apuntador(a) de ideas:	Reportero(a):	Animador(a):
Encargado(a) de materiales:	Observador(a):	Otro:

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Verificador(a):	Apuntador(a) del tiempo:	Interrogador(a):
Apuntador(a) de ideas:	Reportero(a):	Animador(a):
Encargado(a) de materiales:	Observador(a):	Otro:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- ☐ listen attentively
- ☐ perform actions to match the words of a song, story or rhyme
- ☐ learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- ☐ imitate sounds and intonation patterns
- ☐ memorize new words by repeating them silently or aloud
- ☐ seek the precise term to express meaning
- ☐ repeat words or phrases in the course of performing a language task
- ☐ make personal dictionaries
- ☐ experiment with various elements of the language
- ☐ use mental images to remember new information
- ☐ group together sets of things—vocabulary, structures—with similar characteristics
- ☐ identify similarities and differences between aspects of Spanish and your own language(s)
- ☐ look for patterns and relationships
- ☐ use previously acquired knowledge to facilitate a learning task
- ☐ associate new words or expressions with familiar ones, either in Spanish or in your own language(s)
- ☐ find information, using reference materials such as dictionaries, textbooks and grammars
- ☐ use available technological aids to support language learning
- ☐ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ place new words or expressions in a context to make them easier to remember
- ☐ use induction to generate rules governing language use
- ☐ seek opportunities outside of class to practise and observe
- ☐ perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- ☐ check copied writing for accuracy
- ☐ make choices about how you learn
- ☐ rehearse or role-play language
- ☐ decide in advance to attend to the learning task
- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ make a plan in advance about how to approach a language learning task
- ☐ reflect on the listening, speaking, reading and writing process
- ☐ decide in advance to attend to specific aspects of input
- ☐ listen or read for key words
- ☐ evaluate your performance or comprehension at the end of a task
- ☐ keep a learning log

- ☐ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ☐ be aware of the potential of learning through direct exposure to the language
- ☐ know how strategies may enable coping with texts containing unknown elements
- ☐ identify problems that might hinder successful completion of a task and seek solutions
- ☐ monitor your speech and writing to check for persistent errors
- ☐ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- ☐ initiate or maintain interaction with others
- ☐ participate in shared reading experiences
- ☐ seek the assistance of a friend to interpret a text
- ☐ reread familiar self-chosen texts to enhance understanding and enjoyment
- ☐ work cooperatively with peers in small groups
- ☐ understand that making mistakes is a natural part of language learning
- ☐ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ☐ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and to try unfamiliar tasks and approaches
- ☐ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- ☐ reduce anxiety by using mental techniques such as positive self-talk or humour
- ☐ work with others to solve problems and get feedback on tasks
- ☐ provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ☐ use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- ☐ acknowledge being spoken to
- ☐ interpret and use a variety of nonverbal cues to communicate
- ☐ indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo*, shrug shoulders
- ☐ ask for clarification or repetition when you do not understand
- ☐ use other speakers' words in subsequent conversations
- ☐ assess feedback from a conversation partner to recognize when a message has not been understood
- ☐ start again, using a different tactic, when communication breaks down
- ☐ use a simple word similar to the concept to convey and invite correction
- ☐ invite others into the discussion
- ☐ ask for confirmation that a form used is correct

- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations
- ❑ use circumlocution to compensate for lack of vocabulary
- ❑ repeat part of what someone has said to confirm mutual understanding
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding
- ❑ use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- ❑ self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*

Interpretive Language Use Strategies

- ❑ use gestures, intonation and visual supports to aid comprehension
- ❑ make connections between texts on the one hand and prior knowledge and personal experience on the other
- ❑ use illustrations to aid reading comprehension
- ❑ determine the purpose of listening
- ❑ listen or look for key words
- ❑ listen selectively based on purpose
- ❑ make predictions about what you expect to hear or read based on prior knowledge and personal experience
- ❑ use knowledge of the sound-symbol system to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ prepare questions or a guide to note information found in a text
- ❑ use key content words or discourse markers to follow an extended text
- ❑ reread several times to understand complex ideas
- ❑ summarize information gathered
- ❑ assess your information needs before listening, viewing or reading
- ❑ use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- ❑ mimic what the teacher says
- ❑ use nonverbal means to communicate
- ❑ copy what others say or write
- ❑ use words that are visible in the immediate environment
- ❑ use resources to increase vocabulary
- ❑ use familiar repetitive patterns from stories, songs, rhymes or media
- ❑ use illustrations to provide detail when producing your own texts
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use knowledge of sentence patterns to form new sentences
- ❑ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ❑ use a variety of resources to correct texts
- ❑ take notes when reading or listening to assist in producing your own text

- ☐ proofread and edit the final version of a text
- ☐ use circumlocution and definition to compensate for gaps in vocabulary
- ☐ apply grammar rules to improve accuracy at the correction stage
- ☐ compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- ☐ classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- ☐ use models
- ☐ connect what is already known with what is being learned
- ☐ experiment with, and concentrate on, one thing at a time
- ☐ focus on and complete learning tasks
- ☐ write down key words and concepts in abbreviated form
- ☐ use mental images to remember new information
- ☐ distinguish between fact and opinion when using a variety of sources of information
- ☐ formulate key questions to guide research
- ☐ make inferences, and identify and justify the evidence on which these inferences are based
- ☐ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ☐ use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ choose from among learning options
- ☐ discover how your efforts can affect learning
- ☐ reflect upon your thinking processes and how you learn
- ☐ decide in advance to attend to the learning task
- ☐ divide an overall learning task into a number of subtasks
- ☐ make a plan in advance about how to approach a task
- ☐ identify your needs and interests
- ☐ manage your physical working environment
- ☐ keep a learning journal, such as a diary or a log
- ☐ develop criteria for evaluating your work
- ☐ work with others to monitor your learning
- ☐ take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- ☐ watch others' actions and copy them
- ☐ seek help from others
- ☐ follow your natural curiosity and intrinsic motivation to learn
- ☐ participate in cooperative group learning tasks
- ☐ choose learning activities that enhance understanding and enjoyment
- ☐ be encouraged to try, even though mistakes might be made
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks
- ☐ take part in group problem-solving processes
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and to try unfamiliar tasks and approaches
- ☐ monitor your level of anxiety about learning tasks and take measures to lower it if necessary
- ☐ use social interaction skills to enhance group learning activities

Appendix D: Graphic Organizers

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How I Contribute to Group Work



En este grupo soy el _____

_____.

Mis responsabilidades:

- _____
- _____
- _____

Digo cosas como:



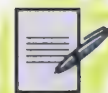
Lo más difícil de ser el _____ es _____.

Lo mejor de ser el _____ es _____.

Yo creo que lo hice (bien o mal) porque _____

_____.

How I Can Help My Group



Nombre: _____

Fecha: _____

☆ Cuando otra persona me interrumpe, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona me discute, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona dice cosas negativas, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona sequeja, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona juega en vez de trabajar, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona me dice lo que tengo que hacer, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona no escucha a los demás, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona habla de otras cosas, me siento _____

Puedo mejorar la situación _____

☆ Cuando otra persona no dice nada, me siento _____

Puedo mejorar la situación _____

Reproduced from Alberta Learning, *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

Activity Reflection



Nombre: _____

Fecha: _____

Actividad: _____

¿Qué hice (hicimos)?	¿Cuáles fueron los resultados?
¿Qué podemos hacer ahora?	
¿Cuáles son las cosas más importantes que aprendí?	
¿Cómo puedo usar ésta nueva información en el futuro?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Collecting My Thoughts



Nombre: _____

Fecha: _____

Todo lo que sé a cerca de _____

Estos son dibujos de _____

--	--	--

Algunas preguntas que tengo son: _____

How to Use KWL Charts



Step 1

Think about what you already **KNOW** about your topic. List those facts in the first column.

For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none">• Can use hand gestures and facial expressions to help the other person understand.• Don't be afraid to make mistakes!		

Step 2

Think of the kinds of information you **WANT** to find out. List specific questions in the second column.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none">• Can use hand gestures and facial expressions to help the other person understand.• Don't be afraid to make mistakes!	<ul style="list-style-type: none">• What do I do if I don't know how to say a word?• What do I do if I don't understand what the other person is saying?	

Step 3

LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

KWL Chart



Nombre: _____

Fecha: _____

1er Paso Lo que sé	2º Paso Lo que quiero saber	3er Paso Lo que aprendí

How to Use a Brainstorming Web



1er Paso

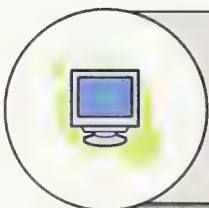
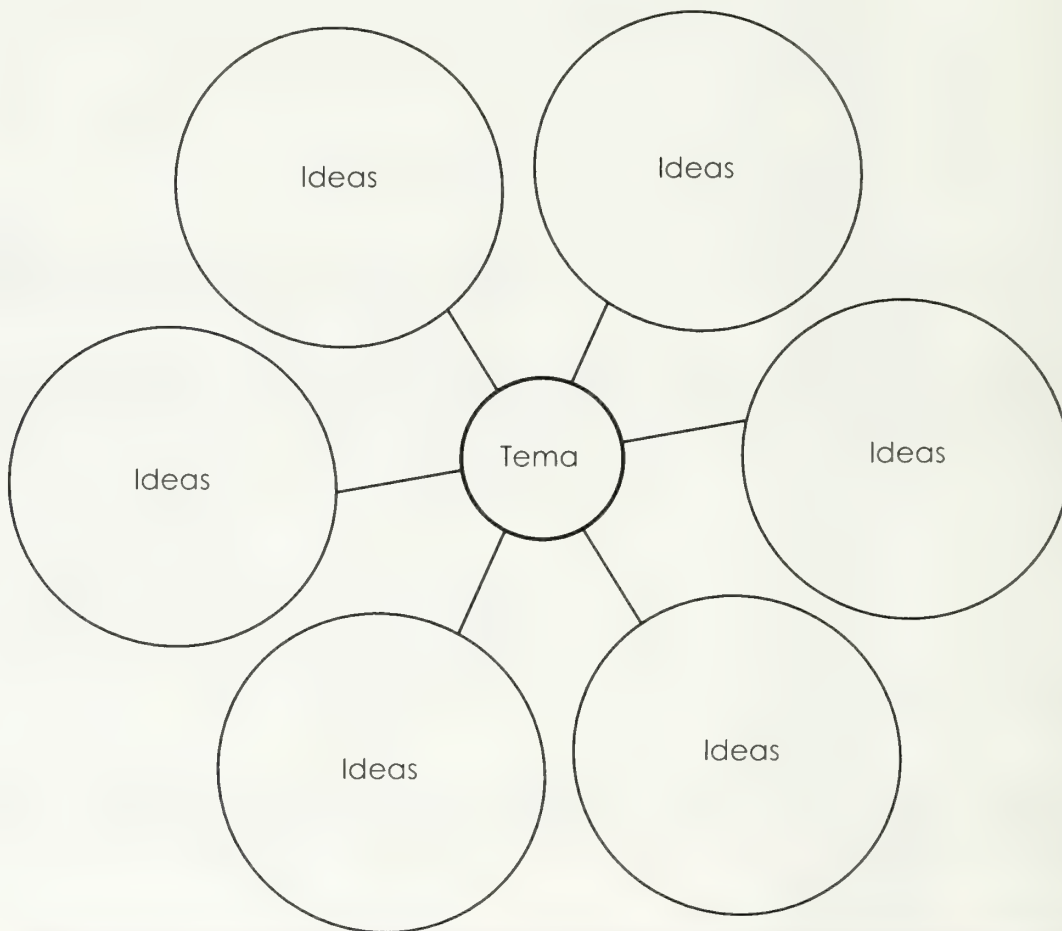
Identifica tu tema y úsalo como título. Escribe el tema en el centro.

2º Paso

Organiza tus ideas en categorías diferentes. Escribe cada categoría en los círculos más grandes.

3er Paso

Piensa y escribe las ideas en cada categoría



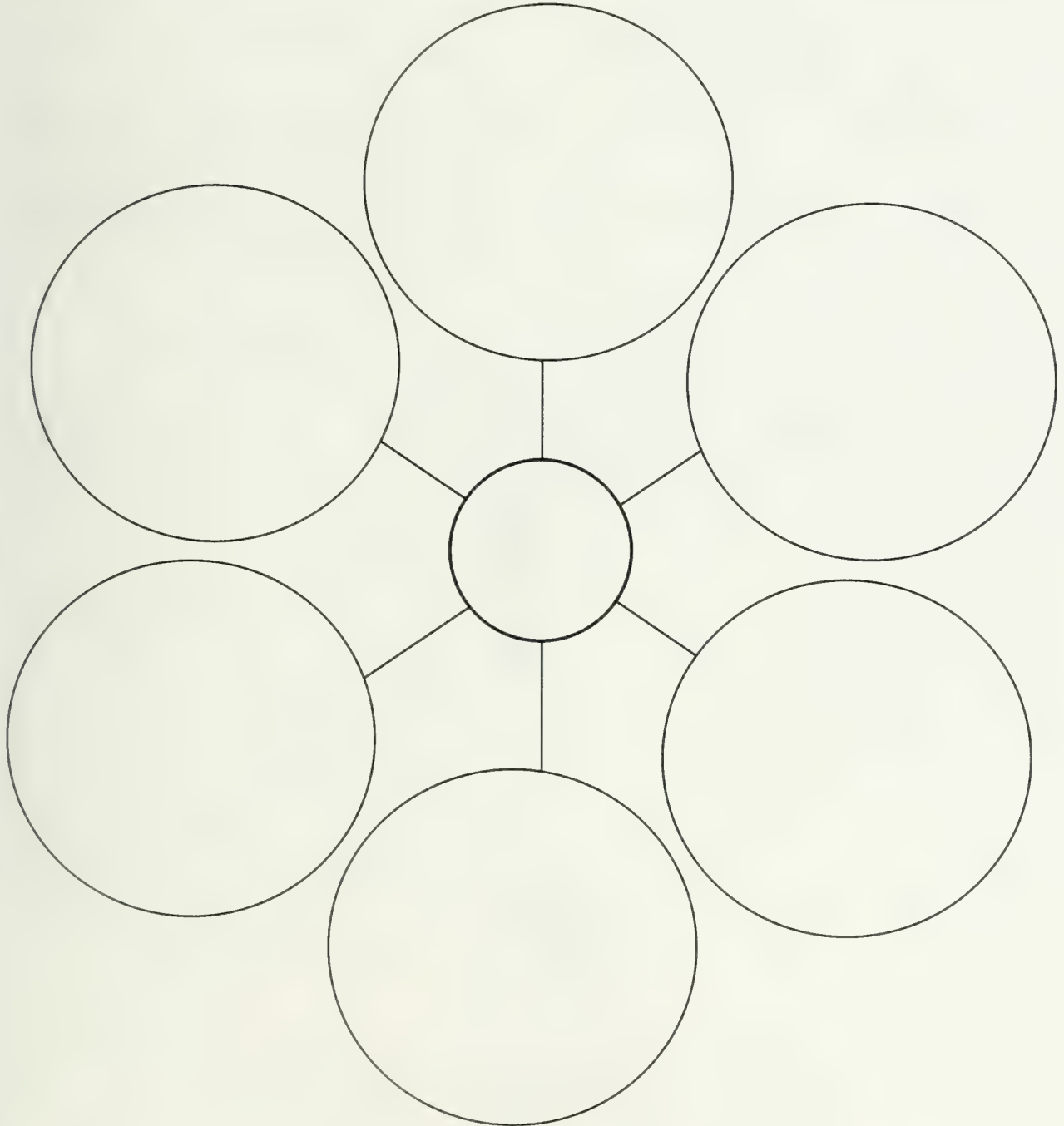
Newer versions of MS Word have a web-building option that lets you create your own web electronically.

Brainstorming Web

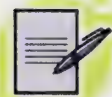


Nombre: _____

Fecha: _____



Idea Builder



1. Idea principal

2. Dibuja

3. Hechos

4. Frase de ejemplo

5. Ejemplos que son

6. Ejemplos que no son

7. Definición

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

How to Create a Mind Map



Step 1

Identify a topic and use it as the title. Write the word or draw a picture in the centre of your mind map.

Step 2

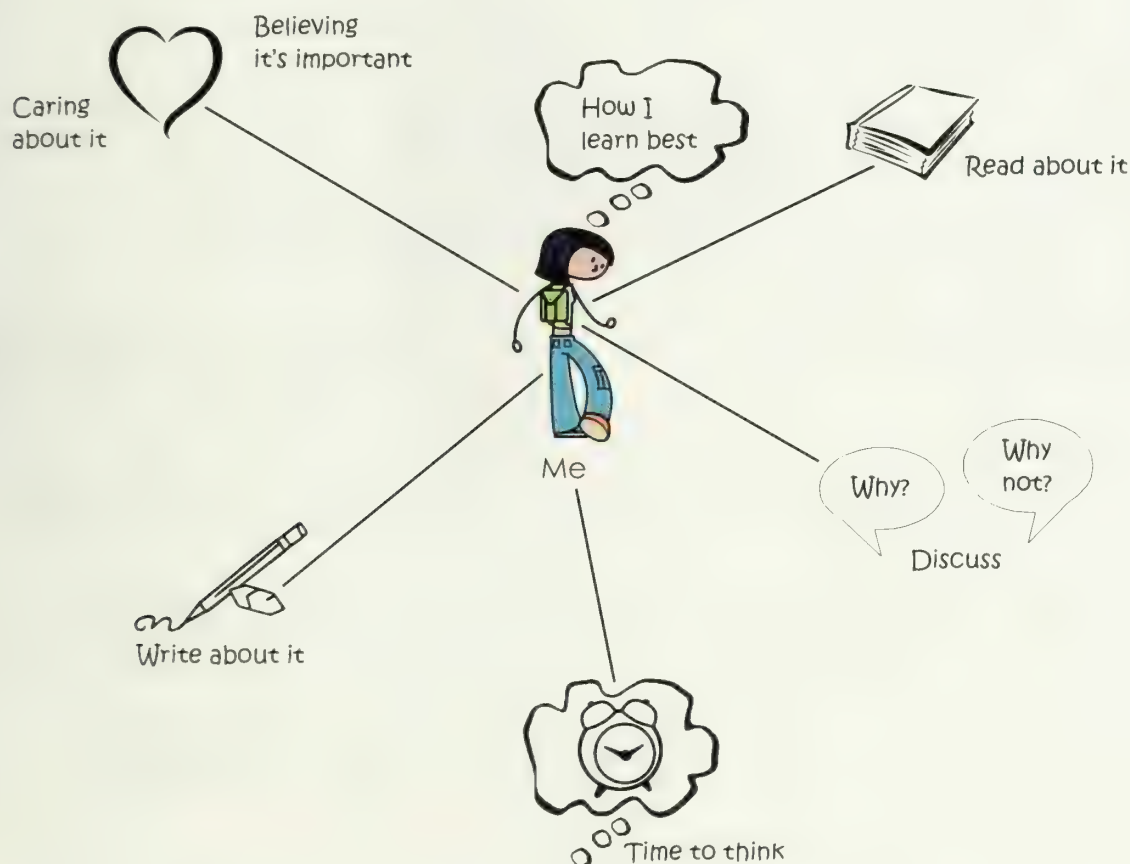
Identify categories of information and label or draw a picture in each of the outer bubbles.

Step 3

Create subcategories of information to expand on your mind map.

Step 4

Use as many pictures, colours, imagery and key words as you can to create your mind map.



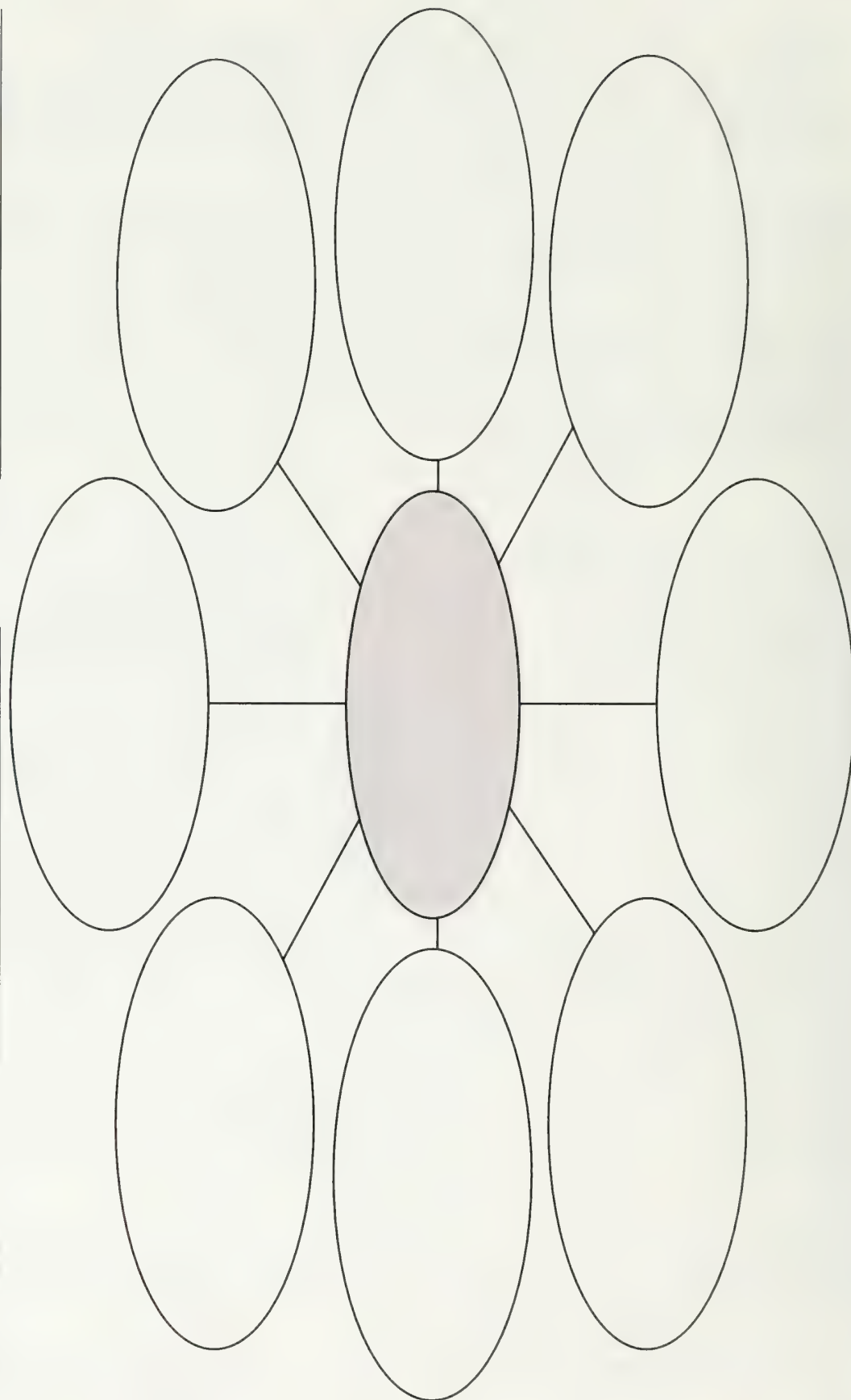
From Alberta Learning, *Health and Life Skills Kindergarten to Grade 9 Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 93.

Mapa de ideas

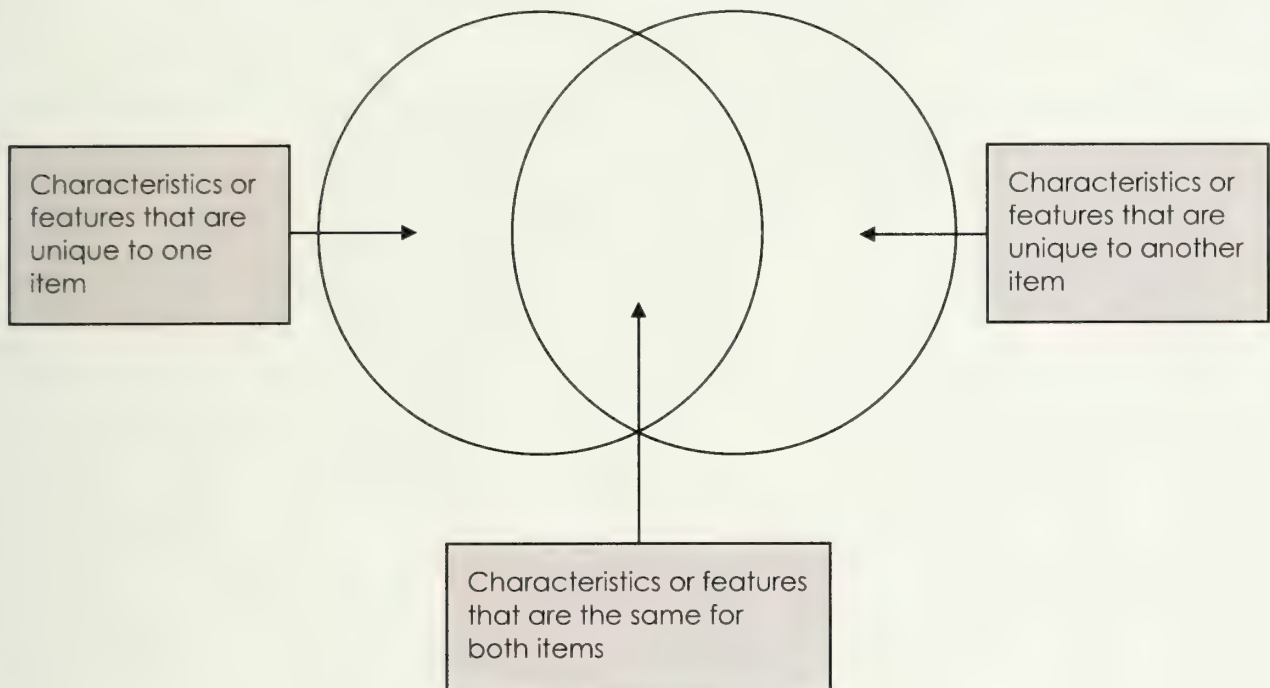


Nombre: _____

Fecha: _____



How to Use Venn Diagrams



Step 1

Label each side of the diagram with the name of each item you are comparing.

Step 2

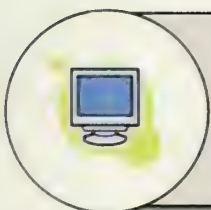
Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3

Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4

Think about all the features the items share and write your ideas in the middle of the diagram.



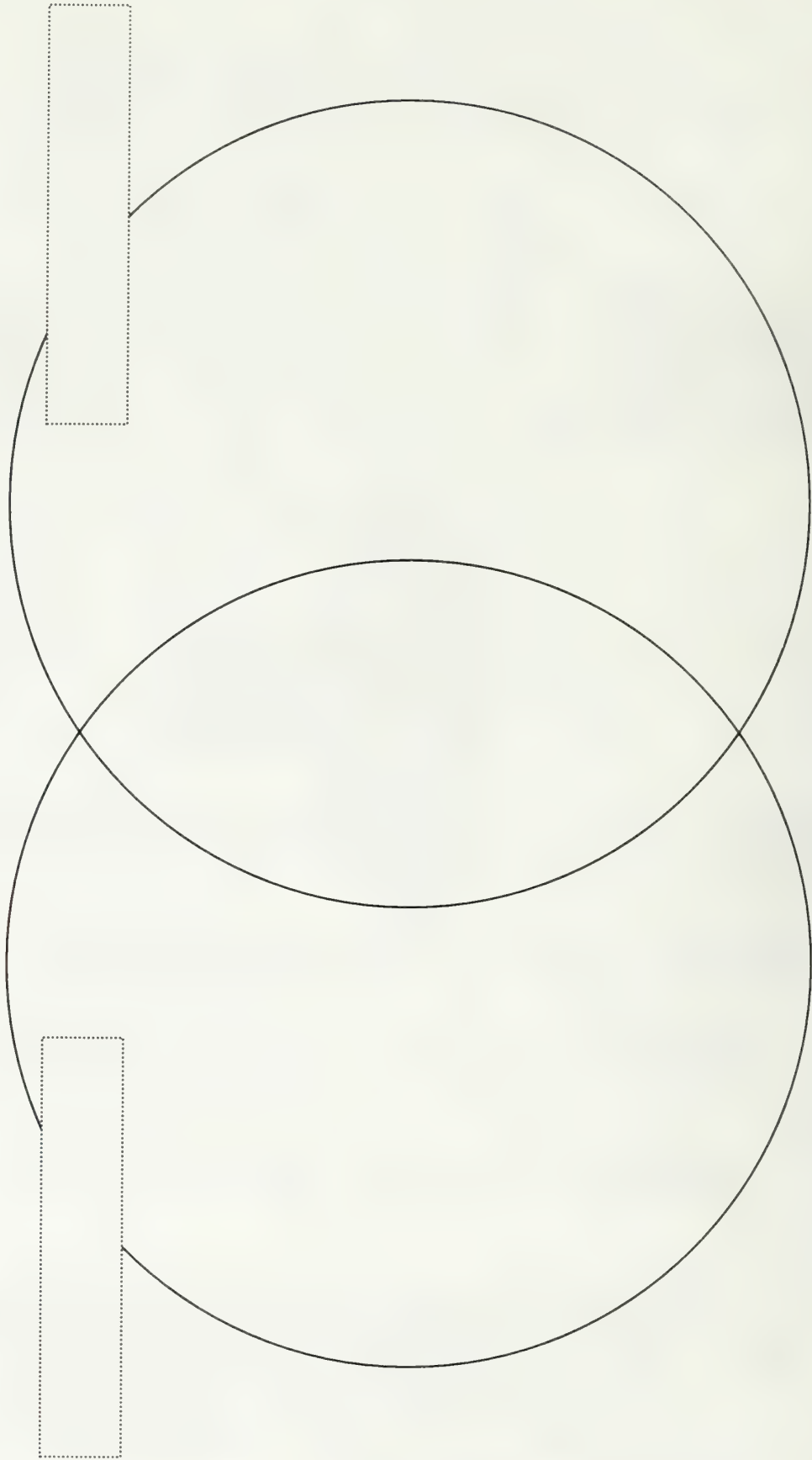
MS Word has a Venn diagram option that lets you create your own Venn diagram electronically.

Venn Diagram



Nombre: _____

Fecha: _____

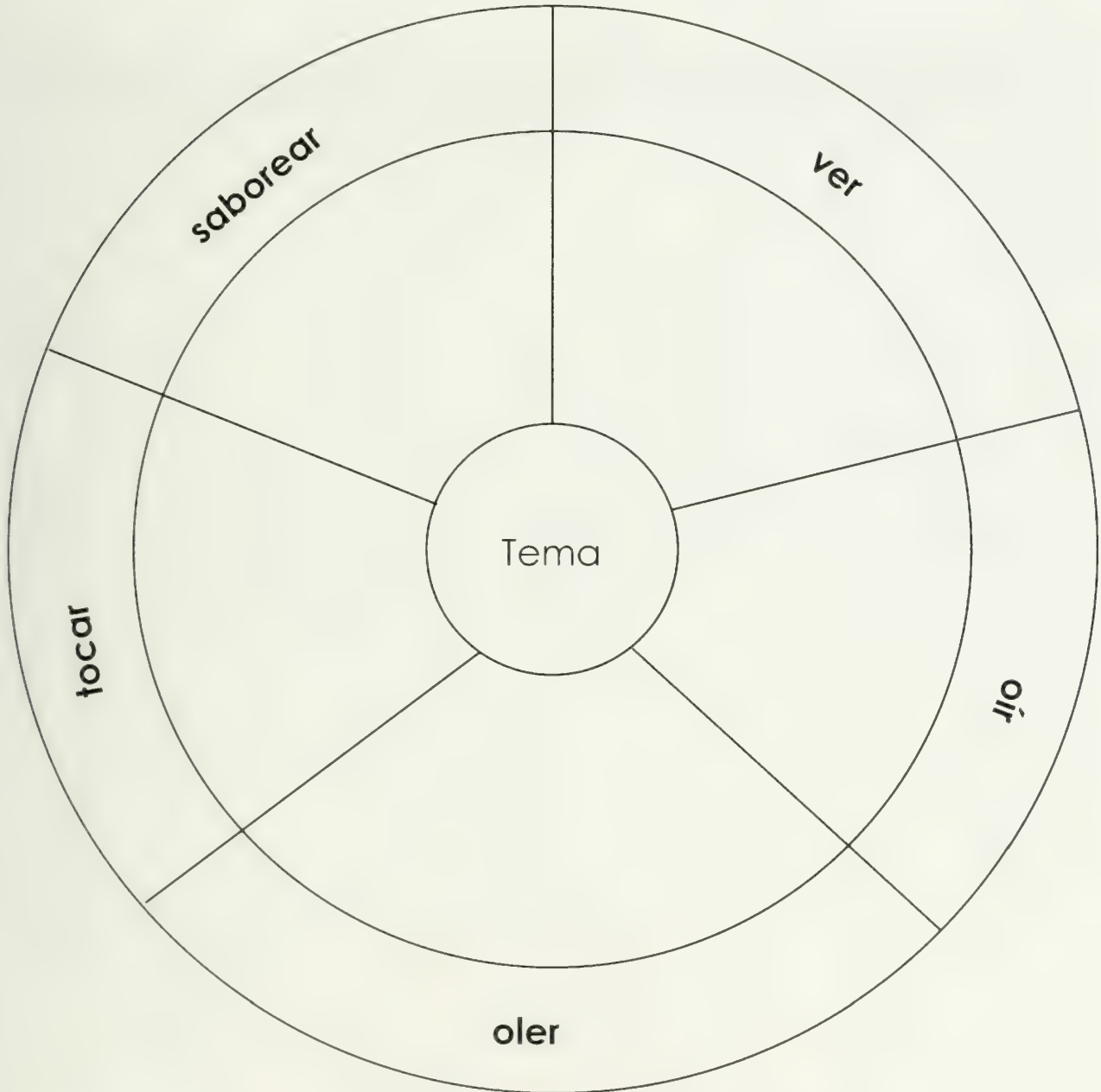


Five Senses Wheel



Name: _____

Date: _____



Y-chart

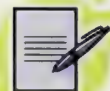


Nombre: _____

Fecha: _____

Se siente (como):	Suena como:
	Se parece a:

Five W's and H



Nombre: _____

Fecha: _____

Completa la tabla con preguntas que tengas a cerca del tema:

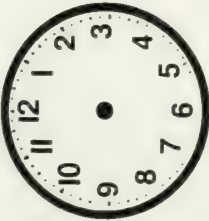
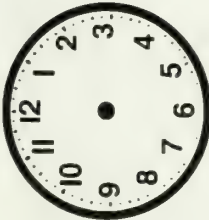
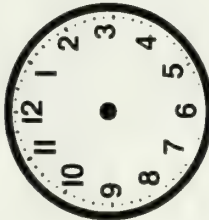
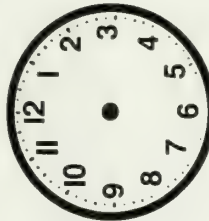
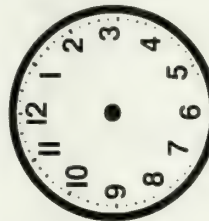
¿Quién? Haz preguntas a cerca de personas .	
¿Qué? Haz preguntas a cerca de cosas y eventos .	
¿Dónde? Haz preguntas a cerca de lugares .	
¿Cuándo? Haz preguntas de fechas .	
¿Por qué? Haz preguntas a cerca de razones, causas y propósitos .	
¿Cómo? Haz preguntas a cerca de como suceden las cosas .	
¿Qué sucederá si? Haz preguntas a cerca de cosas que puedan suceder .	

Un día en la vida



Nombre: _____

Fecha: _____

				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

How to Use PMI Charts



Step 1

Plus: Think about all the advantages and good reasons for making the choice.

Step 2

Minus: Think about all the disadvantages and the down side of making the choice.

Step 3

List any information that is neither positive nor negative as **I**nteresting.

Example: A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none">• There is a lot of information.• You can look at a number of different sources in a short period of time.• You can do your research in the comfort of your home or classroom.	<ul style="list-style-type: none">• If you do not know how to search well, it can take a long time to find what you need.• There is no guarantee that the information you find is accurate or of good quality.• The reading level of factual and historical information may be high.	<ul style="list-style-type: none">• Most teenagers know more about using the Internet than adults!• Anybody can post information on the Internet. There are no rules to follow, no licenses.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

VDI Chart



Nombre: _____

Fecha: _____

Título: _____

Ventajas	Desventajas	Información interesante

Lo que tengo, lo que necesito



¿Cuál es mi problema?



¿Cuáles son mis opciones?

A.

B.

C.



¿Cuál sería la mejor opción?



¿Qué recursos tengo?

- 1.
- 2.
- 3.



¿Qué recursos necesito?

- 1.
- 2.
- 3.



Plan (paso a paso)

- 1.
- 2.
- 3.



¿Cómo puedo verificar mi decisión?

Tomar una decisión



Problema: _____

Opción: _____

Positivos +

Negativos -

Hechos:		

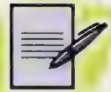
Sentimientos:		

Mis nuevas ideas:		

Mi decisión:	

Las razones de mi decisión:	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.



Identify the problem

Describe possible solutions

A	B	C

Evaluate the potential consequences
of each solution

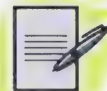
--	--	--

Act on the best solution



How did your IDEA work?
(Evaluate your results.)

Consider the Alternatives



Situación o problema a resolver: _____

1

Opción: _____



Consecuencias posibles: _____

2

Opción: _____



Consecuencias posibles: _____

3

Opción: _____



Consecuencias posibles: _____

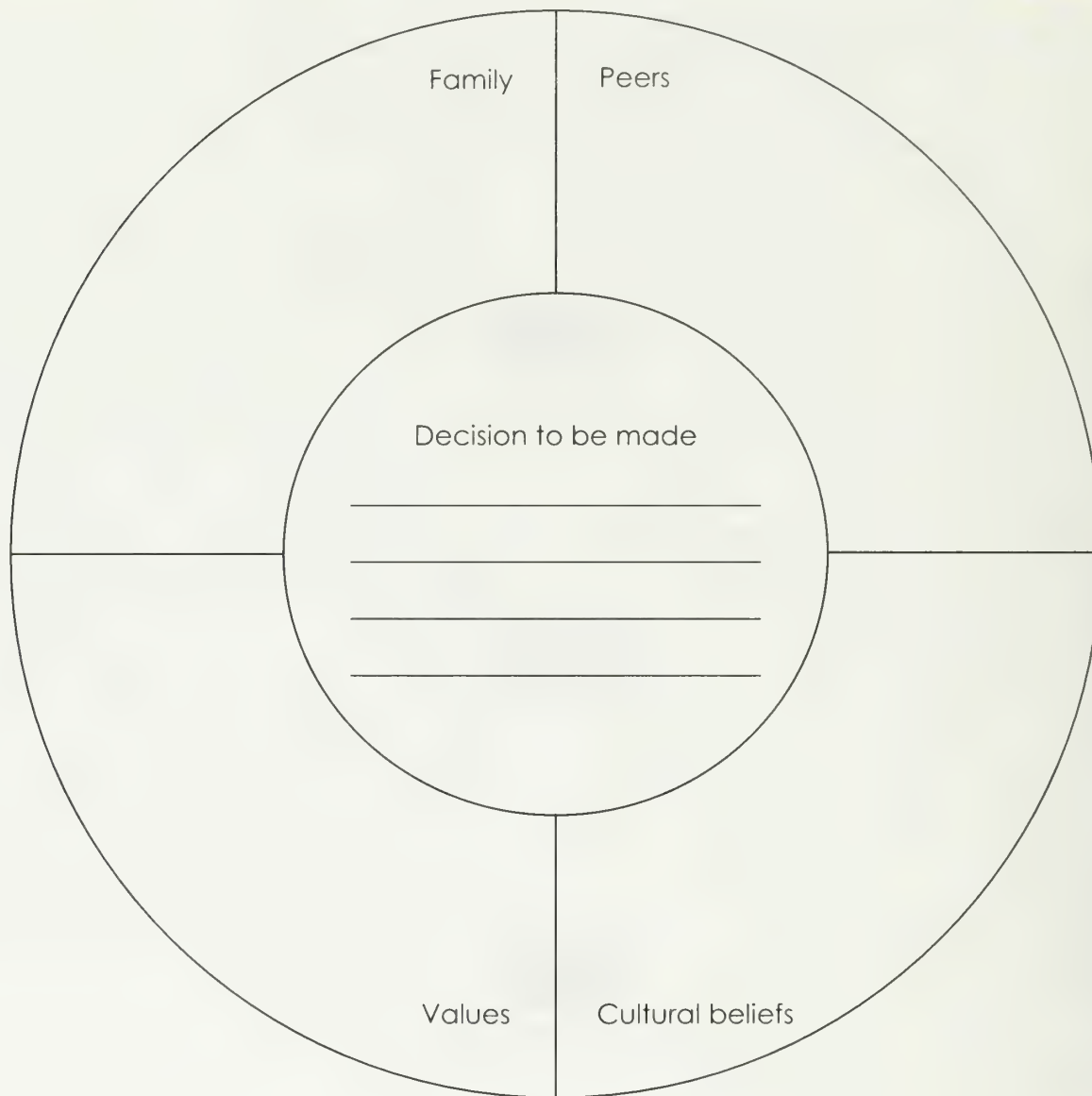
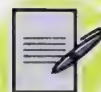
4

Opción: _____



Consecuencias posibles: _____

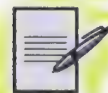
Influences on Decision Making



Questions you need to ask to help you make this decision

_____	_____
_____	_____
_____	_____
_____	_____

Goal-setting Organizer 1



Nombre: _____

Fecha: _____

Mi objetivo es _____

Escogí este objetivo porque

Para alcanzar mi objetivo voy a:

1. _____

2. _____

3. _____

Me llevará _____ días alcanzar mi objetivo.

¿Por qué? _____

¿Alcancé mi objetivo?

☐

sí

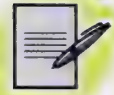
☐

casi

☐

no

Goal-setting Organizer 2



Nombre: _____

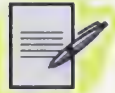
Fecha: _____

¿El objetivo:

- ☐ ¿es específico?
- ☐ ¿se puede medir?
- ☐ ¿es alcanzable?
- ☐ ¿es realista?
- ☐ ¿tiene límite de tiempo?

Objetivo	Mi objetivo es ...
Razón	Escogí este objetivo porque ...
Plan de acción	Para alcanzar mi objetivo voy a ...
Medida	¿Cómo sabré si llego a mi objetivo?
Auto-reflexión	¿Qué haré diferente?

Goal-setting Organizer 3



Nombre: _____

Fecha: _____

Goal Planning: Start Small

Mi objetivo a largo plazo es _____
antes de _____

Los pasos que me ayudarán a alcanzar mi objetivo son:

Paso 1

Paso 2

Paso 3

Para alcanzar este
objetivo voy a:

Para alcanzar este
objetivo voy a:

Para alcanzar este
objetivo voy a:

- _____
- _____
- _____

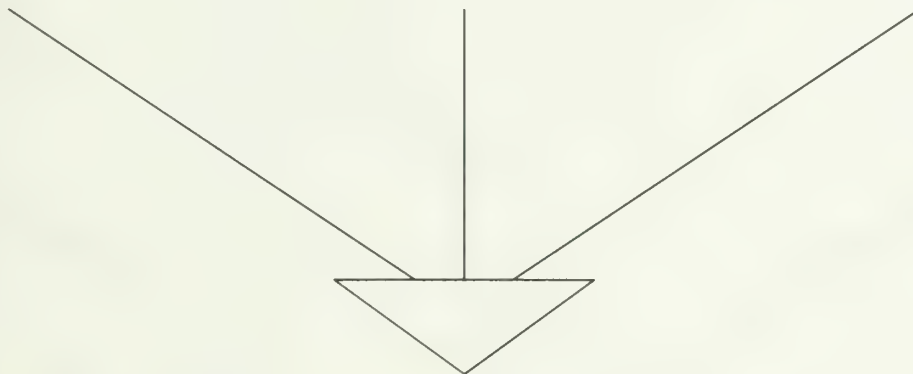
- _____
- _____
- _____

- _____
- _____
- _____

antes de _____

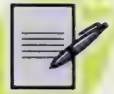
antes de _____

antes de _____



Sabré que alcancé mi objetivo cuando _____

Goal-setting Organizer 4



Nombre: _____

Fecha: _____

¿Qué puede afectar tus objetivos?



Appendix E: Assessment Blackline Masters

Self-assessment Checklist	E-2
Self-assessment Rating Scale	E-4
Peer-assessment Checklist	E-6
Self-assessment Checklist and Goal Setting	E-8
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Anecdotal Notes	E-12
Observation Checklist	E-14
Checklist and Comments 1	E-16
Checklist and Comments 2	E-18
Rating Scale 1	E-20
Rating Scale 2	E-22
Rating Scale 3	E-24
Rubric	E-26
Rubric and Checklist	E-28

Self-assessment Checklist

Nombre: Louis

Grado: 6

Fecha: el 2 de abril

Yo puedo ...	Sí	No Todavía
talk about how Spanish and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Spanish and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

Nombre:	Grado:	Fecha:
---------	--------	--------

Yo puedo ...	Sí	No Todavía

Self-assessment Rating Scale

Nombre: Sophia

Grado: 5

Fecha: el 22 de abril

Yo puedo ...

Nunca

A Veces

Normalmente

Siempre

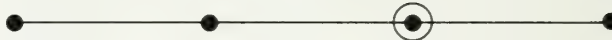
- decirle a alguien que estoy feliz



- decirle a alguien que estoy triste



- decirle a alguien que estoy enojada



- decirle a alguien que estoy cansada



- demostrarle a alguien que estoy sorprendida



- _____



- _____



- _____



Note: This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

Nombre:

Grado:

Fecha:

Yo puedo ...

Nunca

A Veces

Normalmente

Siempre

• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____
• _____ _____	• _____ • _____ • _____ • _____

Peer-assessment Checklist

Nombre: Nicole	Grado: 4	Fecha: el 14 de febrero
Nombre del compañero(a): Janelle	Actividad: Poema con el nombre	

<i>Mi compañero(a) puede...</i>	<i>¡Sí!</i>	<i>No Todavía</i>
Escribir una palabra descriptiva para cada letra de su nombre	✓	
Escribir palabras descriptivas y positivas (auténticas) y que la describen bien	✓	
Usar un diccionario y la lista de palabras para encontrar palabras que se puedan usar	✓	
Usar un diccionario para verificar que las palabras están bien escritas		✓
Dibujar ilustraciones que van con las palabras usadas	✓	

Me gusta: has escogido muy buenas palabras para representarte—algunas fueron de nuestra nueva lista de palabras.

Tú puedes mejorar en: verificando la ortografía con un diccionario o en la lista de vocabulario. Hemos escrito muchas de estas palabras en nuestro Learning Log.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

Nombre:	Grado:	Fecha:
Nombre del compañero(a):	Actividad:	

Mi compañero(a) puede ...	Sí	No Todavía

Me gusta: _____

Tú puedes mejorar en: _____

Self-assessment Checklist and Goal Setting

Nombre: Tah	Grado: 4	Fecha: el 1 de febrero
--------------------	-----------------	-------------------------------

Yo puedo ...	Sí	No Todavía	What I am going to do next ...
Decir hola y adiós	✓		Decirle hola y adiós en español a 3 personas cada día
Escuchar las opiniones de mis compañeros	✓		Escribir la opinión de una persona de mi grupo en mi Log Book
Cantar "Feliz Cumpleaños"		✓	Cantarle "Feliz Cumpleaños" a mi abuela durante su fiesta
Decir el alfabeto	✓		Decir el alfabeto 3 veces seguidas sin errores
Cooperar con miembros de mi grupo	✓		La próxima vez, tenemos que asegurarnos de que cada miembro del grupo tiene la oportunidad de hablar

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

Nombre:	Grado:	Fecha:
---------	--------	--------

Yo puedo ...	Sí	No Todavía	What I am going to do next ...

Long-term Goal Setting

Nombre: Douglas

Grado: 4

Fecha: el 1º de febrero

Objetivo: #1

Al fin de este trimestre, quiero: saber preguntar direcciones en español.

Para alcanzar este objetivo, necesito: buscar las palabras que necesito saber y preparar un diálogo para presentarlo con un amigo.

Mi maestro me puede ayudar: ayudándome con la pronunciación y que diga bien las palabras. ¿Quizás hay un video que puedo ver?

Mis padres me pueden ayudar: practicando el diálogo conmigo en casa.

Objetivo: #2

Al fin de este trimestre, quiero: aprender más a cerca de la vida en México.

Para alcanzar este objetivo, necesito: buscar información sobre México en el Internet y preguntarle a mi vecina, la Sra. González, como es la vida en México.

Mi maestra me puede ayudar: trayendo libros y fotos de México y presentando una película.

Mis padres me puedan ayudar: comprando un libro de México para mi cumpleaños – ¡y llevarme a México de vacaciones!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

Nombre:

Grado:

Fecha:

1^{er} Objetivo:

Al final de este trimestre me gustaría: _____

Para alcanzar este objetivo voy a: _____

Mi maestro/a puede ayudarme a: _____

Mis padres pueden ayudarme a: _____

2^o Objetivo:

Al final de este trimestre me gustaría: _____

Para alcanzar este objetivo voy a: _____

Mi maestro/a puede ayudarme a: _____

Mis padres pueden ayudarme a: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Tortilla making	6.2 Language Competence/listening—listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Tortilla making	6.2 Language Competence/listening—listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Cooperative group language	5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	6.1 Linguistic Elements/lexicon—experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts (Grade 4)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Sharing circle	6.1 Linguistic Elements/lexicon—experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts (Grade 4)	✓		Improved use and understanding of vocabulary.
Note: This Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.						

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Spanish songs	7.1 Self-identity/valuing Spanish and the cultures of the Spanish-speaking world—recognize and appreciate various elements of language and culture (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Marc	Sept. 23	Singing traditional Spanish songs	7.1 Self-identity/valuing Spanish and the cultures of the Spanish-speaking world —recognize and appreciate various elements of language and culture (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Andreas	Sept. 23	Singing traditional Spanish songs	7.1 Self-identity/valuing Spanish and the cultures of the Spanish-speaking world —recognize and appreciate various elements of language and culture (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Su Mei	Oct. 1	Word study	6.1 Linguistic Elements/sound-symbol system—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Jack	Oct. 1	Word study	6.1 Linguistic Elements/sound-symbol system—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Ali	Oct. 10	Secret word game	6.1 Linguistic Elements/sound-symbol system—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Maya	Oct. 10	Secret word game	6.1 Linguistic Elements/sound-symbol system—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Philip	Oct. 10	Secret word game	6.1 Linguistic Elements/sound-symbol system—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Simone	Oct. 25	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Nour	Oct. 27	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task (Grade 4)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.				

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

Checklist and Comments 1

Grade: 4	Date: May 3	Activity: Individual Q and A
-----------------	--------------------	-------------------------------------

Specific Outcome: 6.5 Language Use Strategies/interactive—identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations

Student Names:	Has met the outcome:	
	Yes	Not Yet
• Jan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Al	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Freddie	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Kevin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Marissa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Su Mei	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Abe	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Elise	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Nour	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Benjamin	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Lydia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Franco	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Spanish; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome: _____

Student Names:

Has met the outcome:

Yes

Not Yet

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: _____

Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Telephone conversations (invitations)
-----------------	------------------------	--

Specific Outcome(s): 6.3 Sociolinguistic/Sociocultural Elements/register—
experiment with formal and informal uses of language in familiar contexts

Lance _____ **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): _____

_____ can:

(Student name)

Yes Not Yet

- | | | |
|---------|--------------------------|--------------------------|
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Done well: _____

Could improve: _____

Rating Scale 1

Grade: 4

Date: March 10

Activity: Group classroom scavenger hunt

Specific Outcome: 5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

Student meets the outcome:

Student Names:

Never

Sometimes

Usually

Always

• <u>Jeremy</u>	•	•	•	•
• <u>David</u>	•	•	•	•
• <u>Raj</u>	•	•	•	•
• <u>Sunita</u>	•	•	•	•
• <u>Alicia</u>	•	•	•	•
• <u>Kendra</u>	•	•	•	•
• <u>Taylor</u>	•	•	•	•
• <u>Billy</u>	•	•	•	•
• <u>Dimitri</u>	•	•	•	•
• <u>Kim</u>	•	•	•	•
• <u>Tran</u>	•	•	•	•
• <u>Frida</u>	•	•	•	•
• <u>Tim</u>	•	•	•	•
• <u>Tania</u>	•	•	•	•
• <u>George</u>	•	•	•	•
• <u>Lilly</u>	•	•	•	•
• <u>Hannah</u>	•	•	•	•
• <u>Wes</u>	•	•	•	•

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 1

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome: _____

Student Names:	Student meets the outcome:			
	Never	Sometimes	Usually	Always
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•

Rating Scale 2

Grade: 4

Date: November 12

Activity: Unit: My Family

Specific Outcome(s): 1.1 Discover and Explore/experiment with language;
3.2 Select and Process/identify personal and peer knowledge; 6.1 Linguistic
Elements/lexicon; 6.2 Language Competence/writing; 6.5 Language Use
Strategies/productive

Student Name: Tania _____

Criteria:

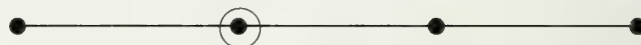
Never

Sometimes

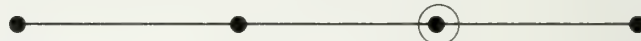
Usually

Always

- was able to share basic information about his or her family



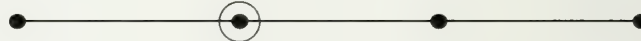
- identified the people in his or her family correctly



- used words relevant to the family correctly



- wrote words and phrases clearly and correctly



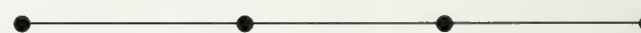
- used a dictionary to find new words related to the family



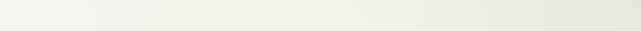
- used illustrations to provide relevant details about his or her family



- _____



- _____



- _____



Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•

Rating Scale 3

Grade: 4	Date: March 10	Activity: Reading out some familiar words
-----------------	-----------------------	--

Specific Outcome(s): 6.1 Linguistic Elements/sound-symbol system—consistently use, in structured situations, all elements of the sound-symbol system

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rating Scale 3

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): _____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (Grade 4)

Name: Jeanne	Date: October 17	Activity: Conversation—making plans with a friend
---------------------	-------------------------	--

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociolinguistic/ Sociocultural Elements – idiomatic expressions	Consistently understands and uses learned idiomatic expressions in new contexts.	Frequently understands and uses learned idiomatic expressions in new contexts.	Sometimes understands and uses learned idiomatic expressions in new contexts.	Rarely understands and uses learned idiomatic expressions in new contexts.
6.3 Sociolinguistic/ Sociocultural Elements – variations in language	Consistently experiences a variety of accents and variations in speech.	Frequently experiences a variety of accents and variations in speech.	Sometimes experiences a variety of accents and variations in speech.	Rarely experiences a variety of accents and variations in speech.
6.3 Sociolinguistic/ Sociocultural Elements – social conventions	Consistently recognizes verbal behaviours that are considered impolite.	Frequently recognizes verbal behaviours that are considered impolite.	Sometimes recognizes verbal behaviours that are considered impolite.	Rarely recognizes verbal behaviours that are considered impolite.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name:		Date:	Activity:
Outcome	Excellent	Very Good	Acceptable
			Limited

Rubric and Checklist (Grade 4)

Name: Ellen Date: November 14 Activity: Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociolinguistic/ Sociocultural Elements – idiomatic expressions	Consistently understands and uses a variety of simple idiomatic expressions as set phrases.	Frequently understands and uses a variety of simple idiomatic expressions as set phrases.	Sometimes understands and uses a variety of simple idiomatic expressions as set phrases.	Rarely understands and uses a variety of simple idiomatic expressions as set phrases.
6.3 Sociolinguistic/ Sociocultural Elements – variations in language	Consistently accepts individual differences in speech.	Frequently accepts individual differences in speech.	Sometimes accepts individual differences in speech.	Rarely accepts individual differences in speech.
6.3 Sociolinguistic/ Sociocultural Elements – social conventions	Consistently uses appropriate oral forms of address for people frequently encountered.	Frequently uses appropriate oral forms of address for people frequently encountered.	Sometimes uses appropriate oral forms of address for people frequently encountered.	Rarely uses appropriate oral forms of address for people frequently encountered.
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:		Date:	Activity:		
Outcome	Excellent	Very Good	Acceptable	Limited	
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance					



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